

Certification of the teaching of personal, social and health education

PSHE Leads' handbook

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Produced on behalf of:
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This publication is for PSHE Leads and their LEA colleagues registered with the National Programme Coordinator. It should be read in conjunction with the *Teachers' handbook* [Palmer, J., Green, J. and Caught, R., eds (2004) *Certification of the teaching of PSHE (personal, social and health education) – Teachers' handbook* (revised edn). London: Health Development Agency. ISBN 1-84279-174-5].

Both handbooks are available online and can be downloaded from www.teachernet.gov.uk/pshe and www.wiredforhealth.gov.uk under 'PSHE CPD'.

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1 Introduction

Certification of the teaching of PSHE

Certification of the teaching of personal, social and health education (PSHE) is an exciting, valuable and long-awaited opportunity for teachers. The aims of the programme are to:

- Improve the confidence of teachers delivering PSHE
- Provide recognition for individual teachers' experience and skills
- Improve the quality and effectiveness of PSHE provided to children and young people
- Raise the profile of PSHE
- Contribute to the Teenage Pregnancy Strategy's goal to halve the under-18 conception rate by 2010
- Address health inequalities and social inclusion issues.

What is the PSHE continuing professional development (CPD) programme?

Is it a training package, or a way of teachers evidencing skills they have already acquired? In short, it is both: through participating in the programme, teachers gain recognition for their skills and experience, develop their practice, and benefit from collaboration with cross-phase colleagues.

Teachers use nationally agreed standards in the form of a needs analysis to evaluate their own experiences and identify professional development opportunities. The needs analysis then informs the development of local training opportunities which the teacher can access. Teachers meet at local PSHE CPD network meetings for training and support in portfolio development, as they collect evidence of their skills and experience in a portfolio – this is submitted to a national assessor, who will recommend certification if the standards have been met.

There is also a certification programme for community nurses, which will enter phase 3 at the same time as the teachers' programme in April 2005–06; the programmes are complementary and many partnerships will be running both in tandem.

Phase 1: April 2003–04

Phase 2: April 2004–05

(information correct at time of going to press).

Role of the PSHE Lead

Teachers who participated in the programme have expressed appreciation of their PSHE Lead for their vital role in helping them access further training, facilitating the CPD network, and generally providing the motivation and support to enable them to keep going.

The role of PSHE Lead is demanding, but responses from colleagues who have taken a group through the programme indicate that it is a very worthwhile and rewarding process. It also forms an integral part of the work of an education and health partnership in supporting teachers and community nurses to improve their delivery of PSHE.

Benefits of being a PSHE Lead

Phase 1 leads report some of the benefits as:

'Being the PSHE Lead has created an opportunity to work closely with the teachers involved and together raise the profile of PSHE within schools as well as recognising, sharing and celebrating the good practice across the key stages.'

South Gloucestershire

'Helps to get new schools on board (for Healthy Schools Programme commitment)'

'The opportunity at long last for PSHE to be part of the agenda for staff development in a planned way'

Barnet

'The ability to be able to go and observe good practice across KS1–4 phases and to be able to disseminate this'

Bath

'I have thoroughly enjoyed having this opportunity and have gained so much, myself, from being involved in the programme. Sharing good practice between Leads has been warmly welcomed'

Norfolk

'Being able to have a foot in the door of my LEA schools and to target support where it is most needed'

Suffolk

We hope the information in this handbook, along with the termly regional support meetings for PSHE Leads, will help give you a clearer understanding of your role in the programme and how you can best support teachers. At the time of writing, the programme is only midway through its second year – more support materials will be produced as the programme is developed and practice is improved.

Work of the PSHE Lead

Nationally there are many different delivery models, with local education and health partnerships using the skills of their healthy schools programme coordinators, PSHE advisers, teenage pregnancy coordinator, advanced skills teachers, independent consultants and certificated teachers, one of whom will be the named lead and will coordinate the work within the partnership. Some local education authorities (LEAs) are reaping the benefits of wider partnership by working in clusters across LEA boundaries to maximise the impact of their expertise.

As PSHE Lead, your role is to facilitate the certification process at local level and provide support to teachers by ensuring the following tasks are completed.

Getting started and managing the programme

- Attend the initial training.
- Establish a local steering/management group.
- Draw up and monitor an action plan, including provisional expenditure.
- Be responsible for managing the budget/be the named budget-holder and be prepared to provide a breakdown of actual expenditure for audit purposes.
- Disseminate and update information for stakeholders in the local education health partnership, eg LEA advisers, teenage pregnancy coordinator, local healthy schools programme coordinator.
- Liaise with local higher education institutions regarding their involvement, as appropriate.

Information on how to go about the various tasks is given in the following sections.

Working with teachers

- Recruit teachers (and community nurses).
- Establish and facilitate the local CPD network via a range of appropriate communication strategies (email, one-to-ones, group meetings, letters, etc).
- Ensure delivery of at least the minimum recommended CPD network sessions.
- Carry out a needs assessment with teachers.
- Offer appropriate support for the varying professional development needs of your group of teachers.
- Act as a 'critical friend' to teachers while supporting them, as necessary, to identify their development needs and plan ways for them to meet those needs.
- Assist teachers in accessing appropriate training.
- Ensure teachers are provided with the relevant information regarding the local teenage pregnancy strategy and the work of the drug action team (DAT).
- Support teachers in gathering evidence and building their portfolios.
- Be sensitive to the status of performance management within each school, and ensure teachers are able to include certification in their objectives where possible.

Communication with national and regional officers

- Play a central role in regular communication between regional certification adviser (RCA), national programme coordinator and the local group of teachers (and their line managers where appropriate).
- Ensure you attend the termly regional CPD meetings for PSHE Leads.
- Keep the national PSHE CPD programme coordinator informed of ongoing challenges and support required.
- Reflect on your own strengths and training needs, and communicate these to the RCA and/or National Programme Coordinator.
- Contribute to evaluation of guidance and support materials, and thereby the development of the PSHE CPD programme.

National support

Throughout the process, the role of the PSHE Lead is critical in providing support and CPD to teachers. This will be informed by the regional network CPD meetings currently held termly by the National Programme Coordinator. PSHE Leads are advised to prioritise these meetings as they will gain first-hand knowledge of developments. If PSHE Leads are unable to attend the meeting in the local region, they should select an alternative in a neighbouring region if more convenient, or could send another representative from the LEA. Initially the network meetings will provide the opportunity to:

- Receive updates on key information and dates
- Share challenges and solutions
- Share good practice for CPD sessions
- Share ideas on how to present quality evidence
- Explore what makes good evidence and the value of evidence trails
- Discuss the characteristics of good teaching and learning in PSHE
- Learn how to organise a good portfolio
- Learn how lesson observations need to refer to the standards
- Understand how to prepare teachers for interim assessment
- Learn from feedback on interim assessment
- Contribute to the development of the programme.

The network meetings will continue to evolve to meet the needs of PSHE Leads.

Useful contacts

National Coordinator, PSHE CPD programme for teachers:

Roz Caught
roz.caught@hda-online.org.uk
020 7061 3074

Administrator, PSHE CPD programme for teachers:

Kathryn Geels
kathryn.geels@hda-online.org.uk
020 7061 3071

Local support

'In the West Sussex Healthy Schools Programme we have made a successful bid to the Teenage Pregnancy Partnership Board for money to fund extra hours for the Programme Coordinator to take on this role. This has enabled a clear leadership and contact point for teachers and colleagues involved in training and also enhanced the involvement of the Healthy Schools Programme.'

Maggie South, Programme Coordinator

- The PSHE Lead can coordinate sources of local support for the programme, which could include training, mentoring, and provision of materials and local data. This support could be drawn from a range of specialists including the healthy schools programme coordinator, PSHE advisers/consultants, and the LEA CPD/school improvement adviser.
- Dimension B, **Sex and relationship education (SRE) or drugs**, requires local contextual information to be given to teachers. Example 1 (page 5) shows how a teenage pregnancy coordinator has contributed to a programme. The DAT should be able to provide a similar document, using the same template (pages 6–7).

Example 1: Newcastle upon Tyne Teenage Pregnancy Strategy

National context	<p>The Newcastle Teenage Pregnancy Strategy is part of a national 10-year plan to bring the experience of young people in Britain into line with their peers in other western European countries, where teenage pregnancy rates are lower. The Social Exclusion Unit report on teenage pregnancy (1999; www.dfes.gov.uk/teenagepregnancy) uses the most reliable evidence and sets out a strategy to reduce unintended teenage pregnancy.</p> <p>The national strategy has four strands:</p> <ul style="list-style-type: none"> • A media campaign to give young people accurate information about sex • Local joined-up action, eg education and health working together • Development of SRE in and out of school, and improved access to sexual health and contraception services • Positive, coordinated support for young pregnant women and their partners. <p>The Teenage Pregnancy Strategy is an opportunity to extend SRE within PSHE so that young people can develop their skills for relationships that they feel good about and that do not harm them. Sex education does not encourage young people to have sex, and the most reliable research has shown that it can delay the age of first sexual experience.</p>
Local strategy	<p>The Newcastle Teenage Pregnancy Strategy builds on work that is already happening, creating environments where young people can develop their self-esteem, confidence and skills. Young people are not all the same, although they are often stereotyped. Their gender, sexual identity, range of abilities and ethnicity are important parts of who they are. At the heart of the strategy is PSHE and SRE work that boosts how young people feel about themselves and their bodies, and their sense of power and control.</p>
Local context	<p>Newcastle sits on the northern bank of the River Tyne, in north-east England. Just under 260,000 people live in the city, and there are just under 49,000 children and young people between the ages of 0 and 15. There is a majority white population, and a 6.9% minority ethnic population. There is an ethnic mix that includes South Asian, Turkish, Iranian, Malaysian, Chinese, African–Caribbean, Afghani, Croatian and Kurdish communities. There are well established communities, and people whose stay may be temporary, including students and a substantial number of refugees and asylum seekers.</p> <p>The North East of England is one of the most deprived of nine Government Office regions in England. Newcastle is 19th in the list of the 44 most deprived local authority districts in England according to the 1998 Index of Local Deprivation. The number of teenage pregnancies is higher in areas that are socially and economically disadvantaged.</p>
Local targets	<p>The baseline rate of teenage pregnancy against which Newcastle is measured is 52.9 conceptions per 1000 young women aged 15–17 (recorded in 1998). Our target reduction is 55% by 2010.</p>

Template for local teenage pregnancy coordinator/DAT coordinator

Name of Area Teenage Pregnancy Strategy/
Drug Strategy (*delete as appropriate*) _____

National context

The Newcastle Teenage Pregnancy Strategy is part of a national 10-year plan to bring the experience of young people in Britain into line with their peers in other western European countries, where teenage pregnancy rates are lower. The Social Exclusion Unit report on teenage pregnancy (1999; www.dfes.gov.uk/teenagepregnancy) uses the most reliable evidence and sets out a strategy to reduce unintended teenage pregnancy.

The national strategy has four strands:

- A media campaign to give young people accurate information about sex
- Local joined-up action, eg education and health working together
- Development of SRE in and out of school, and improved access to sexual health and contraception services
- Positive, coordinated support for young pregnant women and their partners.

The Teenage Pregnancy Strategy is an opportunity to extend SRE within PSHE so that young people can develop their skills for relationships that they feel good about and that do not harm them. Sex education does not encourage young people to have sex, and the most reliable research has shown that it can delay the age of first sexual experience.

or: (delete as appropriate)

The National Drugs Strategy (*Tackling drugs to build a better Britain*, launched in 1998 and updated in 2002, www.drugs.gov.uk/NationalStrategy) aims to reduce the harm that illegal drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users.

Drug action teams (DATs), which include representatives from education, health, social services, Connexions, police, youth offending teams and housing, are the strategic bodies responsible for coordinating the drug strategy at local level. Local education authorities (LEAs) are strategic partners commissioning services so that young people's drug-related needs are addressed across a four-tier model. The LEAs, along with their DAT partners, should plan how to resource drug education in schools out of the total resources available to them. The DATs will be managed through a series of key performance indicators and will require the assistance of the LEA and its healthy schools programme to measure progress against these targets.

Local strategy

Template for local teenage pregnancy coordinator/DAT coordinator

Name of Area Teenage Pregnancy Strategy/
Drug Strategy (*delete as appropriate*) _____

Local context

Local targets

2 Programme management

'For us, in Solihull, we have approached leading the certification programme very much as a team effort for our Education Health Partnership. Nothing is done unilaterally, except for attendance at regional CPD meetings from which information is disseminated within the team. Teachers who are working with us know that they can count on any one of us for support and guidance; we all know what we are looking for in a highly professional, reflective portfolio.'

Bev Petch, Advisory Teacher for Personal and Social Development

Ten steps to managing the CPD programme			
September– March	1	Establish steering group	To ensure partnership working, encourage a multi-agency team of professionals to steer the programme
	2	Enlist support from certificated teachers	Contact previously certificated teachers to help with mentoring and/or lesson observations and recruitment
	3	Recruit teachers	Involve headteachers in considering the benefits to their school of a teacher participating in the CPD programme. Collect signed service level agreements (SLAs)
	4	Contact colleges	Explore potential links with local higher education institutions provided
April	5	Hold briefing meeting for teachers	Baseline assessment – identify training needs for individuals and plan programme
April– November	6	Deliver professional development	Coordinate support and training based on earlier needs assessment. Encourage collection of appropriate evidence to make up the portfolio. Ensure teachers know how to build a portfolio (see pages 41 and 45 for resources)
November	7	Collect interim evidence	Submit interim portfolios to national assessor(s)
December onwards	8	Respond to interim assessment	Encourage group to reflect and respond to individual feedback from national assessor. Identify further evidence required for portfolios
December– March	9	Continue to support teachers	Continue network meetings to support and monitor development of portfolios
April	10	Submit final portfolios	Send final portfolios to national assessor, who will compare the evidence against the standards and, if appropriate, recommend certification
June– September	Celebrate the successes, and remind teachers how they can use the evidence towards an application for DfES threshold assessment or advanced skills teacher (AST) status (see page 40), or cite certification as part of an application for the National Qualification for Headship (NPQH). Discuss with teachers how they can share their expertise with colleagues in their school and LEA. Some teachers may need to resubmit or defer; this will be negotiated between the national assessor and the programme coordinator.		

Key milestones for certification

[Actual dates for the following will be identified in advance of the teachers commencing the programme.]

Autumn/ spring term	Recruit teachers for next phase (ongoing)
April	Start certification programme, funding from teenage pregnancy Local Implementation Grant (LIG)*
June	Regional meetings for PSHE Leads (1)
September	Regional meetings for PSHE Leads (2)
October	Confirmation of indicative numbers for assessment and funding purposes
November	Portfolios delivered to national assessors for interim assessment
December	Portfolios returned from national assessor, funding* from Standards fund
January	Regional meetings for PSHE Leads (3)
April/May	Portfolios delivered to national assessors for final assessment
May/June	National assessor notifies PSHE Leads of names of teachers who have gained certification
You might choose not share the following four points with your teachers unless it becomes necessary. Under normal circumstances teachers will be allowed to resubmit only once; for more details see Final assessment (page 51).	
July	First resubmission of portfolios (for those with a minimal amount to add)
July	First resubmission outcomes confirmed
September	Second resubmission of portfolios (for those who need to make significant changes and/or additions)
October	Second resubmission outcomes confirmed
*For funding guidance see current <i>Supplementary Information</i> sheet.	

Steering group

The teachers' and community nurses' PSHE CPD programmes should be an item on the local healthy schools programme steering group's agenda and action plan. You may need to consider if the membership of this group includes all the relevant personnel, and amend accordingly.

Who could be involved?

- Healthy schools programme coordinator
- Health promotion coordinators
- PSHE adviser
- Teenage pregnancy coordinators
- School and community nurses
- DAT/drug agency personnel
- Advanced skills teachers
- Education advisers/consultants
- Specialist drug and sexual health workers
- Sexual health services
- CPD adviser
- Higher education institution representative

Action planning

A detailed action plan will help anticipate and meet the milestones and targets that occur throughout the certification process. There are clear national target dates that have to be met, as well as local issues such as facilitation costs, organisation, training, individual support and funding. Example 2 shows a sample action plan.

Example 2: Certification of the teaching of PSHE – action plan

Action	Lead	Funding	Timescale	Intended outcomes
Agree PSHE Lead and negotiate for any extra funding locally to enable time for administration and delivery of programme	Steering group	Personnel costs	Autumn	Lead person enabled to set up and run programme
Send recruitment letters to all schools to inform them about the certification of PSHE teachers and invite teachers to apply for the programme	PSHE Lead	Postage	Autumn	Aim for a minimum of eight teachers signed up to the programme, including teachers from secondary schools and pupil referral unit (PRU) in the first instance
Partners attending schools to actively recruit to programme	Healthy schools partners	None	Ongoing	As above
Order copies of <i>Teachers' handbook</i> (Palmer <i>et al.</i> , 2004)	PSHE Lead	None	March	Every teacher needs a personal copy of the handbook
All participating schools to return completed SLA proforma	Teachers	None	March	Headteachers and teachers fully aware of the programme and its requirements
Day 1 training: introduction, expectations, timetable, needs identification, explanation of standards, contextual statement, evidence checklist, team building, working agreement, fun	PSHE Lead	Training venue, food	April	Teachers informed about programme structure, requirements for portfolio of evidence Ongoing support procedures agreed, including arrangements for lesson observations
Contextual statements written and submitted to PSHE Lead	Teachers	None	June	PSHE Lead monitors contextual statements to meet criteria
All those taking the SRE optional module to attend course on teaching sexual health		Supply cover	April–July	To heighten awareness of issues around teaching SRE
All those taking the drugs optional module to attend course on drugs training awareness (if have not already done so)		Supply cover	April–July	To heighten awareness of issues around teaching drug education
Day 2 training: personal values and/or difference and diversity; portfolios	PSHE Lead		June	Sharing of experience so far; draft statements produced on Values and Difference and diversity
Twilight surgery 1	PSHE Lead	Venue	October	Preparation for interim submission of portfolios Collection dates agreed
All portfolios sent to national assessor for interim assessment	PSHE Lead	Postage	November	Set local deadline to allow plenty of time in advance of interim assessment of all evidence can take place
Twilight surgery 2		Venue	December	Feedback from national assessor and next steps
Ongoing support on a one-to-one basis as required	PSHE team	Personnel costs	Ongoing	Teachers able to access support when needed
Twilight surgery 3	PSHE team	Venue	March	Preparation for final submission of portfolios Collection dates agreed
Portfolios sent to national assessor for final assessment	PSHE Lead	Postage	April	Final assessments can take place
Notification of certification	PSHE Lead	Administration time	May	Certificatted teachers receive recognition from local health and social services programme and are invited to support delivery of the Healthy Schools Programme
Celebration event	PSHE team	Food	June–September	

How to ensure partnership working

- Ensure the PSHE CPD programme is on the LEA's education development plan.
- Insist on explicit links on the action plans – get both LEA and healthy schools programme coordinator to sign off.
- Ensure the healthy schools programme is seen as the big umbrella within the borough, eg brand all healthy schools, PSHE and citizenship-related work under one heading.
- The PSHE CPD programme could be seen as part of accrediting the school to the National Healthy School Standard (NHSS) and *vice versa*, eg suggest to schools that for renewal of healthy school status having a certificated teacher would be beneficial.
- In marketing, make it clear how having a teacher with acknowledged expertise can raise the credibility of, and interest in, PSHE, as well as making an important contribution to further development work and sustainability of the healthy schools work in the school.
- Ensure your healthy schools programme has a specific SRE strand as part of the criteria for achieving National Healthy School status.
- Applicants for the PSHE CPD programme should come from schools that meet the standard for SRE in the NHSS guidance, in line with national requirements
- Keep the DAT informed/involved.

Who should deliver the programme?

There are real benefits to having a key, named individual leading on this work, although she or he must be supported by colleagues locally.

'Camden and Islington LEAs have joined together to run the PSHE Leads Programme. Both LEAs are small and it made sense to work in partnership. We also have a joint healthy school scheme and so do a lot of collaborative work. Working together has meant that we've been able to pool ideas for the CPD meetings, share out the tasks and run larger training sessions than would normally happen with small LEAs. Teachers have appreciated having two trainers and they have benefited from receiving locally developed materials from both LEAs. Working together means that we have the chance to discuss issues and solve problems quicker.'

Gill Morris, Advisory Teacher, PSHE

'In Havering, the Healthy Schools Programme decided to employ an independent consultant to act as PSHE Lead. This consultant has worked with the LEA for several years and is very involved in local healthy schools development, and was partly responsible for updating the local guidance on drug education. As a specialist in PSHE, she has been able to facilitate the whole training programme and offer one-to-one support to teachers. This has enabled me, as the healthy schools programme coordinator, to be involved in the certification programme without having to worry about the day-to-day organisation.'

Tracey Wraight, Healthy Schools Coordinator

'Coventry and Warwickshire are jointly delivering their programme. This was a natural extension of an existing joint training package offered to schools across the two areas. It also allowed the teachers to work with a greater range of schools, from inner city to rural. The PSHE Leads offer observation sessions to teachers in the other authority, allowing for objectivity. The teenage pregnancy coordinators were encouraged to run the specialist modules for SRE jointly, and this has led to wider collaboration beyond the certification. This model is being adopted by the drug advisers also.'

Heather White, Coventry; Lyz Mitchell, Warwickshire

Some healthy schools programmes have made successful bids to the Teenage Pregnancy Partnership Board for money to fund extra hours for the healthy schools programme coordinator to lead on this work, which has established a contact point for teachers and colleagues involved in training and also enhanced the involvement of the Healthy Schools Programme.

National Healthy Schools Programme

There are three complementary strands within the National Healthy Schools Programme:

- National Healthy School Standard (NHSS)
- PSHE CPD programme for teachers
- PSHE CPD programme for community nurses.

Links to the NHSS

The NHSS and certification of the teaching of PSHE overlap in that they are both concerned with improving the quality of teaching and learning in PSHE. Teachers whose schools are currently working towards healthy school status will find there are a number of links between the criteria of both programmes, and this can help them to collect evidence (see table: Healthy School Standard criteria).

In some healthy schools programmes, the lead staff for drug education and SRE are either wholly or partly funded by the corresponding DAT and teenage pregnancy strategies. This means the lead staff can share targets and objectives addressing priorities from strategies. These specialist staff may also plan and deliver the training for Dimension B of the standards, demonstrating the contribution of aspects of healthy schools work to the drug and teenage pregnancy strategies.

Links to community nurse certification

The PSHE CPD programme for community nurses enables colleagues already involved in the field of PSHE to have their experience and skills recognised. In the same way as teachers, community nurses use the standards to evaluate their own experiences and practice, as well as identifying professional development opportunities. There is an extra dimension (C) which assesses the unique health contribution of community nurses, including contributions to partnership working and health advice and support. They collect evidence of their activities and achievements in a portfolio which is submitted to a national assessor who will recommend certification if the standards have been met. This process is supported by a local lead through local CPD network meetings.

The PSHE CPD programme for community nurses is open to any community nurse who is involved in the delivery of PSHE and SRE. They may be working in schools or other settings, such as pupil referral units, residential secure units, Sure Start, children's centres, community health settings and outreach projects. Work with groups of children or young people, as well as one-to-one interventions, can provide appropriate evidence towards certification. Evidence of leading sessions with parents/carers or other professionals who work with young people can also be taken into account.

Example:

Shropshire, Telford and Wrekin runs its community nurses programme jointly with the teachers' programme. The PSHE Lead works with the two primary care trust (PCT) nurse leads to deliver the core training jointly, with separate plenary sessions for each group.

Healthy School Standard criteria (to be read in conjunction with the <i>National Healthy Schools Standard Guidance (DfEE, 1999)</i>).		PSHE CPD standards
All criteria		A1–5
c) Curriculum planning	Schemes of work developed identifying pupils' learning outcomes	A3.1
	A range of resources used, including National Grid for Learning sites, eg Wired for Health (www.wiredforhealth.gov.uk); children's literature; school nursing service	A3.1, A3.4
	Code of practice for working with external agencies developed and its implementation monitored	A5.4
d) Teaching and learning	A range of teaching styles in PSHE and citizenship is used, eg circle time and debating forums, appropriate to pupils' age, ability and level of maturity	A3.2, A3.3
	Recognition given to different styles of learning and opportunities offered to put learning into practice, eg practical experience in the community and in work	A2.2
	Peer support for learning encouraged, eg older pupils working with younger ones	A3.3
	Importance of a safe and supportive teaching environment recognised, where pupils and teachers can work together to promote health, eg working agreements established and classroom layout considered	A2.3
f) Giving pupils a voice	Pupils' needs assessment informs curriculum planning	A2.1, A2.2
	Pupils' views influence teaching and learning in PSHE and citizenship	A2.1, A2.2
g) Provision of pupils' support services	Information given on local support services for children and young people (eg sexual health and drug agencies; smoking cessation services) and referrals made where appropriate	A5.2
j) Assessing, recording and reporting pupils' achievement	Pupils' progress in PSHE and citizenship recorded and assessed	A4.2, A4.3,
	Pupils involved in setting new targets based on progress made	A4.2, A4.3,
	Pupils' assessment informs the planning process and future teaching	A4.2, A4.3,
PSHE	School recognises that all aspects of school life have an impact on the personal and social development of pupils, and that consistent messages are presented	A1.1, B1.1
	School encourages pupils to recognise their achievements and do their best	A4.2
Citizenship	School recognises that all aspects of school life can have an impact on development of pupils in becoming informed, active and responsible citizens	A5.4
	School provides opportunities for pupils to be actively involved in the life of the school and community	A5.2
SRE	School has a policy that is owned and implemented by all members, including pupils and parents, and is delivered in partnership with local health and support services	A1.1, A1.2, A1.3
	Staff have an understanding of the role of schools in contributing to reducing unwanted teenage conceptions and promoting sexual health	A1.1, A1.3
	School has a planned SRE programme (including information, social skills development and values clarification) which identifies learning outcomes appropriate to pupils' age, ability, gender and level of maturity, and is based on pupils' needs assessment and a knowledge of vulnerable pupils	A2.1, A2.2, A3.1, A3.4, B1.1
	Staff have a sound basic knowledge of sex and relationship issues and are confident in their skills to teach sex education and discuss sex and relationships	A4.1, A3.2, B1.1, B3.6

continued

Healthy School Standard criteria (continued)		PSHE CPD standards
Drug education	School has a policy – owned and implemented by the whole school including parents/carers – for managing drug-related incidents, which includes identifying sources of support for pupils and alternatives to exclusion	A1.1, A1.2, A2.1
	Staff understand the role schools can play in the national drug strategy and are confident to discuss drug issues and services with pupils	A1.1, A1.3
	School has a planned drug education programme involving development of skills, starting from early years, which identifies learning outcomes appropriate to pupils’ age, ability and level of maturity, and is based on pupils’ needs assessment	B1.1, B2.1, B2.6
	School works with police, youth service and local drug agencies, in line with the Drug Action Team strategy, to develop its understanding of local issues and to inform its policy.	A5.1, A5.2, A5.4, B3.1, B3.2, B3.4, B3.5

Funding

As PSHE Lead, you will be allocated £750 per teacher taking part in the certification programme. It is for you to determine locally how much is held centrally and how much is devolved to the schools.

Some local programmes have also applied for additional funding through their teenage pregnancy or drug strategies. This is most often used to:

- Offer higher levels of funding to schools
- Employ additional support to run the training programme
- Enhance the individual support given to each teacher.

Devolved funding has been used in a number of ways, eg to:

- Supply cover to release teachers to
 - plan their lesson observations
 - prepare their portfolios
 - observe other teachers
 - attend training courses
- Purchase new resources for the school to enhance the PSHE curriculum.

See sample SLA (page 18). It is essential that you produce an SLA that will enable all parties to understand what they are undertaking, particularly regarding funding for any teachers who may not complete the programme.

For further funding guidance see current *Supplementary Information* sheet downloadable from: www.wiredforhealth.gov.uk/teachers/cpd

Recruitment and retention

Targeting

Initially target secondary schools (and PRUs) with 20%+ free school meal eligibility and/or poor attendance and low educational attainment, all of which are predictors of early parenthood/risk-taking behaviour. Priority should be given to areas with high levels of teenage pregnancy and drug misuse. Men are under-represented in the field of PSHE teaching so, where possible, encourage them to join the programme.

One teacher per school should be recruited to the programme. If there are exceptional circumstances for recruiting more than one teacher, write to the National Programme Coordinator seeking permission.

Who should be on the programme?

- Qualified teachers who teach within the curriculum framework for PSHE – ideally PSHE specialists, but also form tutors, science, religious education and humanities teachers if they deliver sufficient PSHE to enable them to provide evidence for the standards.
- It is particularly useful for teachers who want to develop their confidence and effectiveness in delivering PSHE.
- The programme is equally relevant for colleagues in primary, middle or secondary schools, PRUs or special schools.
- It is recommended that teachers have a minimum of three years' teaching experience and that they are currently teaching PSHE.

Incentives for teachers

- The PSHE certification programme is a nationally recognised certification process supported by the Department for Education and Skills (DfES) and the Department of Health.
- It enables teachers to gain recognition for their skills and experiences of teaching PSHE, as well as providing training and support to further develop knowledge, understanding and skills in PSHE.
- The programme will enable participants to spend specific time dedicated to PSHE.
- Many teachers who have achieved PSHE certification have used it as part of:
 - DfES threshold assessment
 - Advanced skills teacher (AST) status
 - National Qualification for Headship (NPQH).
- Certification may contribute to successful application for a PSHE coordinator's post or, if the teacher is already a coordinator, it could be used as a framework for improvement.
- Evidence from certification could also be used to form part of a school's submission for National Healthy School status.
- Teachers can use the certification towards higher-level accreditation at a higher education institution.

'Teachers are following the course entirely in their own time so, on successful completion, they will get £500.'
Hammersmith & Fulham

'We plan to use this year's cohort as "ambassadors" in the recruitment for next year and also as peer support for future training in PSHE.'

West Sussex

'Schools are offered £50 for resources which is agreed centrally before the money is released.'

Staffordshire

'The development of PSHE enhances behaviour and attendance, social, emotional and behavioural skills, and general school improvement, all of which are viewed positively by Ofsted.'

Solihull

Example 3: Letter to all headteachers/PSHE coordinators

A professional development opportunity for teachers of personal, social and health education – national certification of the teaching of PSHE

On behalf of the DfES and the Department of Health, _____ the Healthy Schools Programme would like to offer this professional development opportunity to teachers of PSHE.

This programme of continuing professional development (CPD) for teachers has been developed to improve the effectiveness and raise the profile of personal, social and health education, including sex and relationship education (SRE) and drug education.

The principles of the revised Teachers' Standards Framework were used to devise standards for certification of the teaching of PSHE:

- Generic skills: managing teaching and learning in PSHE
- Knowledge and understanding and its application in the teaching of SRE.

With support from the _____ Healthy Schools Programme Team, teachers will use these standards to evaluate their experience and identify their own training needs. Teachers will also participate in CPD network meetings to support them in their development. Teachers will collect evidence of their achievements in a portfolio, which will then be submitted to a national assessor for scrutiny and, if the standards have been met, recommended for certification.

The programme is aimed at all who teach within the curriculum framework for PSHE. It is particularly useful for teachers who would like to develop their confidence and effectiveness in the delivery of PSHE. The programme is equally relevant for colleagues in primary, secondary, PRUs or special schools.

Achieving certification is aimed at teachers who have been teaching for three or more years, and can be used to support:

- Application for DfES threshold assessment
- Application for advanced skills teacher (AST) status
- Part of an application for National Professional Qualification for Headship (NPQH).

This programme is also ideal for individuals who wish to extend expertise prior to applying for coordinator posts or, if already a coordinator, it can be used as a framework for improvement. Links with higher education institutions are being developed, with the intention that teachers will be able to use this certification towards higher level accreditation such as an advanced diploma or master's degree.

All who deliver PSHE will gain from participating in this programme – and the young people in their classes will be the ultimate beneficiaries.

Example 4: Invitation to participate in the national CPD programme – certification of the teaching of PSHE

_____ and _____
are working together to offer teachers (with qualified teacher status, QTS) the opportunity to participate in the one-year national continuing professional development (CPD) programme in the teaching of PSHE.

This provides teachers with **DfES Certification for Teaching of PSHE**.

As well as providing an **excellent professional development opportunity for individuals**, this programme aims to improve the effectiveness and raise the profile of personal, social and health education (PSHE), including sex and relationship education (SRE), and drug/alcohol education in our schools.

This national programme, run jointly by the Department for Education and Skills and the Department of Health, aims to certificate up to 3,000 teachers this year across the country.

The process involves teachers gathering evidence against standards in two dimensions:

- Core skills of teaching and managing pupil learning in PSHE and an extension module in either:
- SRE **or** drug education

The programme lasts three terms – Summer 200x, Autumn and Spring 200x

It will be led by _____ (PSHE Lead), and a multi-agency team of professionals will be providing inputs on training and network days, and supporting teachers in their evidence gathering (portfolio production).

The programme is **centrally funded** and will afford:

- INSET days
- Individual, cluster group and networking support
- Interim and final assessments plus feedback.

Eligibility: teachers from any age phase, special, mainstream or PRUs are invited to apply, but:

- Must have experience of teaching within the curriculum framework for PSHE (recommended minimum three years' experience).

Participation in this programme would be beneficial for:

- Use as part of teachers' development objectives
- Application for
 - DfES threshold assessment
 - AST status
 - National Professional Qualification for Headship (NPQH)
- Extending expertise prior to applying for coordinator post, etc.

It can also form part of your school's targets for the healthy schools scheme.

Service level agreements (SLAs)

An SLA, such as the example below, is essential to ensure all parties understand what they are undertaking, particularly regarding funding for any teachers who may not complete the programme.

Example 5: Certification of the teaching of PSHE – service level agreement

I support _____ (teacher's name)

in working towards certification of the teaching of PSHE, and agree to the following arrangements.

The PSHE team will provide:

- xxx training days at the professional development centre – supply cover will be provided
- xxx additional compulsory half-day certification network meetings to support development of the portfolio of evidence – supply cover will be provided
- One day additional training where required to support the development of the teacher's knowledge and skills
- One-to-one correspondence/support to all teachers participating in the CPD programme
- Surgery time to review the teacher's portfolio prior to submission at the end of spring term 200x.

The school will:

- Release staff for the xxx compulsory training days and the xxx half-day network meetings
- Support the completion of a minimum of two lesson observations
- Provide xxx days non-contact time to teachers for completion of the CPD portfolio
- Release the teacher for one-to-one feedback from the PSHE team following initial submission of portfolio in November
- Provide a headteacher validation statement for the PSHE CPD portfolio
- Be responsible for repaying the sum of £xxx (up to £750) to the DfES if the teacher fails to complete the certification process – except in extenuating circumstances.

The teacher will:

- Attend the planned sessions
- Make use of the individual support available
- Produce an interim portfolio of evidence by _____
- Act on the national assessors' interim feedback to submit a completed portfolio of evidence by _____
- Inform the PSHE Lead of any difficulties/changes.

I understand that, where indicated, funding will be paid upon confirmation of attendance at training days.

In the case of supply cover used for preparation of materials and evidence for the portfolio, funding will be paid in two parts. The first will be paid after the twilight session on _____ and the second after the twilight session on _____.

Signed _____ Headteacher

Signed _____ PSHE teacher

Signed _____ PSHE Lead

Example 6: Letter to headteachers regarding teacher's involvement and required supporting statement

(see page 12 of the *Teachers' handbook*: Palmer *et al.*, 2004)

Dear _____ (headteacher's name)

DfES certification of the teaching of PSHE

As you know, _____ (teacher's name) is participating in the one-year national CPD programme in the teaching of PSHE. As well as proving an excellent professional development opportunity for individuals, this programme aims to improve the effectiveness and raise the profile of PSHE [including sex and relationship education (SRE) and drug/alcohol education in our schools].

The process of certification involves teachers gathering evidence against standards in two dimensions.

Dimension A

Core skills of teaching and managing pupil learning in PSHE

Dimension B

Extension module in SRE **or** drug education.

As headteacher, the DfES requires you to provide a brief statement of support which confirms the evidence provided by the teacher as being an accurate representation of the teacher's practice.

The statement should contain no more than 200 words, and can be written by yourself and/or other colleagues who have sufficient knowledge of the teacher's classroom practice in PSHE, and can reflect on the evidence in the portfolio. It is quite a challenge to capture the essence of good practice via lesson plans, observations etc, and it could be that you are able to provide another perspective through a brief statement. It could also be that your colleague has found it difficult to provide evidence for a particular standard (if so, ask to see the standards), and that you could supplement this in your statement.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

Teachers' needs analysis

The PSHE certification programme enables teachers to gain recognition for their skills and experiences of teaching PSHE, as well as providing training and support to further develop their knowledge, understanding and skills in PSHE. In order for PSHE Leads to support individual teachers in the local programme, it is worth conducting a needs analysis (pages 24–33) to inform any training you provide. Collecting baseline information can then contribute to evaluating the impact of the programme on teachers and schools.

Examples follow (pages 20–33) of needs assessment tools from different programmes, which should help you in planning training and activities to support teachers.

Self-review tool

To identify areas for development, you are required to complete a self-review exercise (pages 21–22) at the beginning of the programme. You may wish to revisit this exercise at the end of your study period to review your personal development and progress towards meeting the criteria. Please indicate against each statement the appropriate self-review statement rating:

- 1 very confident/competent
- 2 confident/competent
- 3 some development needed in this area
- 4 focus for improvement.

You may consider completing the initial self-review using one colour and indicating progress against the criteria during and /or at the end of the process in a second colour.

Self-review tool

Name: _____ Date of review No. 1 _____ Date of review No. 2 _____

Dimension A – Context and core skills of teaching and managing pupil learning in PSHE

Theme A1	Standards		1	2	3	4
–context for PSHE (including SRE and drug education)	A1.1	Are you familiar with how national guidance, the law and school policy inform the effective teaching of PSHE?				
	A1.2	Do you have knowledge about the law in relation to PSHE such as confidentiality, child protection, sexual activity, drug use and drug incident management?				
	A1.3	Are you aware of the national and local context in relation to patterns of drug use and teenage pregnancies?				
Theme A2 – Establishing a safe learning environment	A2.1	Do you consult with pupils to determine their needs and levels of knowledge? And plan your teaching to be relevant to their lives?				
	A2.2	Do you plan lessons that include strategies to meet the needs of all pupils?				
	A2.3	Do you develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries?				
	A2.4	Do you have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme?				
	A2.5	Do you recognise prejudice and have consistent strategies to challenge it?				
	A2.6	Do you manage discussions of sensitive and controversial issues?				
Theme A3 – Effective teaching and learning	A3.1	Do you plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE?				
	A3.2	Do you use a range of teaching styles in which active learning plays a major part, maximising pupils' participation?				
	A3.3	Do you use a range of groupings, including working in pairs, small groups and with the whole class?				
	A3.4	Do you make good use of a range of teaching resources?				
Theme A4 – Reflection, evaluation and assessment	A4.1	Do you reflect on your personal values and their potential impact on classroom practice?				
	A4.2	Do you use a range of strategies, including pupils' self-assessment, to assess the development of skills, knowledge and understanding?				
	A4.3	Do you evaluate teaching and learning, including with pupils, and use this to inform future planning?				
Theme A5 – Effective partnerships	A5.1	Do you plan, deliver and evaluate lesson(s) in conjunction with a visitor such as a community health professional?				
	A5.2	Do you teach about the range of national and local support services?				
	A5.3	Do you contribute to the work of your school's healthy school task group?				
	With the agreement of your PSHE Lead if, for reasons particular to your school, you are unable to provide evidence for either A5.1, A5.2 or A5.3, the following additional standard may be substituted (it is not otherwise required that you will cover it).					
A5.4	Do you liaise with external agencies regarding PSHE and/or pupil welfare in order to inform practice?					

1 = very confident/competent; 2 = confident/competent; 3 = some development needed in this area; 4 = focus for improvement.

Name: _____ Date of review No. 1 _____ Date of review No. 2 _____

Dimension B – Knowledge and understanding and its application in the teaching of drug education

Theme B1	Standards	1	2	3	4
– Development of personal awareness, confidence and responsibility	B1.1	Do you understand the physical, emotional and social development of children and young people?			
	B1.2	Do you understand the relationship between emotional health and wellbeing and drug use?			
	B1.3	Do you understand about drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs?			
Theme B2 – Development of a healthy, safer lifestyle	B2.1	Do you understand about keeping safe and assessing and managing drug-related risk, including how to ask for help?			
	B2.2	Do you understand the effects and risks of drugs on people’s lives, including physical, emotional and social?			
	B2.3	Do you have a secure knowledge of basic emergency first-aid procedures, including the recovery position and calling for emergency help?			
	B2.4	Do you know how to identify and support pupils with drug-related needs, including those whose parents/carers use or misuse drugs?			
	B2.5	Do you know about the links between drug use, sexual activity and sexual health?			
	B2.6	Do you know about the effects of drug use on crime and anti-social behaviour?			
Theme B3 – Development of positive relationships and respect for difference and diversity	B3.1	Do you know about the role of drugs in society?			
	B3.2	Do you understand a range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues?*			
	B3.3	Do you know about rights and responsibilities to yourself and others?			
	B3.4	Do you understand the range of influences and pressures on children and young people, and how these affect their decisions to use, or not use, drugs?			
	B3.5	Do you understand the role of the media and their portrayal of drug issues, including stereotypes?			

*Drug issues = drugs, drug use and drug users.

1 = very confident/competent; 2 = confident/competent; 3 = some development needed in this area; 4 = focus for improvement.

Name: _____ Date of review No. 1 _____ Date of review No. 2 _____

Dimension B – Knowledge and understanding and its application in the teaching of SRE

Theme B1	Standards	1	2	3	4
– Development of personal awareness, confidence and responsibility	B1.1	Do you understand the physical, emotional and social development of children and young people?			
	B1.2	Do you understand the relationship between emotional health and wellbeing, and sex and relationships?			
	B1.3	Do you have a secure understanding about personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships?			
Theme B2 – Development of a healthy, safer lifestyle	B2.1	Do you understand about keeping safe, and the recognition and management of risk?			
	B2.2	Do you know how to support pupils through physical and emotional changes, including promoting positive sexual health?			
	B2.3	Do you have a secure knowledge of human development and reproduction?			
	B2.4	Do you know about the facts and myths regarding HIV and AIDS, and how to challenge the associated prejudice?			
	B2.5	Do you know about safer sex and its negotiation?			
	B2.6	Do you know about planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment?			
	B2.7	Do you know about sexually transmitted infections, including chlamydia?			
Theme B3 – Development of positive relationships and respect for difference and diversity	B3.1	Do you know about a range of faiths, and the range of views within these, cultural and moral viewpoints and their influence on attitudes?			
	B3.2	Do you understand about loss and change in family life and the issues presented by parenthood?			
	B3.3	Do you know about rights and responsibilities to yourself and others?			
	B3.4*	Do you understand nature and the importance of marriage and the range of mutually supportive relationships, and their importance for family life?			
	B3.5*	Do you understand the role of the media in relation to aspects of sex and relationships such as stereotyping?			

1 = very confident/competent; 2 = confident/competent; 3 = some development needed in this area; 4 = focus for improvement.

If you have been unable to provide valid and sufficient evidence of the standards marked with an asterisk by final submission, you have the option to include them in an action plan, which should indicate how you will address them over the following 12 months.

All the standards relate to your PSHE teaching. However there are some that might be difficult to evidence at particular key stages, eg B2.5. If this is the case, you will need to demonstrate a secure knowledge and understanding of the standards, how you might respond to pupils' questions, and how you would prepare them for their future learning. (This might apply to colleagues teaching KS1 or KS2. Colleagues teaching in a special school will judge what is appropriate to the level of maturity of their pupils.)

Baseline assessment

In order to gauge the learning of colleagues participating in the teachers' CPD programme, please complete the following tables with each individual embarking on the programme; you will then be asked to complete the same/similar at the end. (Please note this is for national statistical purposes and **not** for looking at the progress of named individuals.)

NB You must tick inside one of the columns for each standard, not in between columns.

Teachers' needs analysis

Name (optional) _____ School _____ Phase of school _____ LEA _____ Date _____											
(i) I feel I have a secure knowledge and understanding of this standard						(ii) I apply this knowledge and understanding to my teaching					
Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme A1 – Policy context for PSHE (including SRE and drug education) A1.1 National policies, statutory and non-statutory guidance, appropriate to PSHE and how these are reflected in the school's policies											
A1.2 The law in relation to aspects of PSHE, such as confidentiality, child protection, sexual activity, drug use and drug incident management											
A1.3 An awareness of the national and local context, eg patterns of drug use and teenage pregnancies											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme A2 – Establishing a safe learning environment											
A2.1 Consult with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching so that it is relevant to their lives											
A2.2 Plan lessons that include strategies to meet the needs of all pupils											
A2.3 Develop clear ground rules with classes and use them to maintain a climate of trust and mutual respect between yourself, pupils and visitors, and to maintain professional boundaries											
A2.4 Have strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme											
A2.5 Recognise prejudice and have consistent strategies to challenge it											
A2.6 Manage discussions of sensitive and controversial issues											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme A3 – Effective teaching and learning											
A3.1 Plan well structured lessons with clear intended learning outcomes, within a planned programme of PSHE											
A3.2 Use a range of teaching styles in which active learning plays a major part, maximising pupil participation											
A3.3 Use a range of groupings, including working in pairs, small groups and whole class											
A3.4 Make good use of a range of teaching resources											
Theme A4 – Reflection, evaluation and assessment											
A4.1 Reflect on your personal values and their potential impact on classroom practice											
A4.2 Use a range of strategies, including pupil self-assessment, to assess the development of skills, knowledge and understanding											
A4.3 Evaluate teaching and learning, including with pupils, and use this to inform future planning											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme A5 – Effective partnerships A5.1 Planned, delivered and evaluated lesson(s) in conjunction with a visitor such as a community health professional											
A5.2 Taught about the range of national and local support services, the support they offer to children, young people and parents, and referral procedures											
A5.3 Contributed to the work of the school's healthy school task group											
A5.4 Liaised with external agencies regarding PSHE and/or pupil welfare in order to inform practice											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B1 – Development of personal awareness, confidence and responsibility B1.1 Physical, emotional and social development of children and young people											
*B1.2 Relationship between emotional health and wellbeing, and sex and relationships											
B1.3 Personal identity, gender roles, sexuality, sexual orientation and their influence on sex and relationships											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B2 – Development of a healthy, safer lifestyle											
B2.1 Keeping safe, and the recognition and management of risk											
B2.2 How to support pupils through physical and emotional changes, including promoting positive sexual health											
B2.3 Human development and reproduction											
B2.4 Facts and myths regarding HIV and AIDS, and how to challenge the associated prejudice											
B2.5 Safer sex and its negotiation											
B2.6 Planned and unplanned pregnancy, methods of contraception, abortion and fertility treatment											
B2.7 Sexually transmitted infections, including chlamydia											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B3 – Development of positive relationships and respect for difference and diversity B3.1 A range of faiths, and the range of views within these, cultural and moral viewpoints and their influence on attitudes											
B3.2 Loss and change in family life and the issues presented by parenthood											
B3.3 Rights and responsibilities to yourself and others											
*B3.4 Nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life											
*B3.5 Role of the media in relation to aspects of sex and relationships such as stereotyping											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B1 – Development of personal awareness, confidence and responsibility B1.1 Physical, emotional and social development of children and young people											
B1.2 Relationship between emotional health and wellbeing and drug use											
B1.3 Drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and Class A drugs											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B2 – Development of a healthy, safer lifestyle											
B2.1 Keeping safe and assessing and managing drug-related risk, including how to ask for help											
B2.2 Effects and risks of drugs on people's lives, including physical, emotional and social											
B2.3 Basic emergency first-aid procedures, including the recovery position and calling for emergency help											
B2.4 How to identify and support pupils with drug-related needs, including those whose parents/carers use or misuse drugs											
B2.5 Links between drug use, sexual activity and sexual health											
B2.6 Effects of drug use on crime and anti-social behaviour											

Standard	Fully	Mostly	Partially	Barely	Not at all	Fully	Mostly	Partially	Barely	Not at all	Comment on your responses if required/necessary
Theme B3 – Development of positive relationships and respecting difference and diversity											
B3.1 Role of drugs in society											
B3.2 Range of attitudes and values, including cultural and religious viewpoints, in relation to drug issues*											
B3.3 Rights and responsibilities to yourself and others											
B3.4 Range of influences and pressures on children and young people, and how these affect their decisions to use, or not use, drugs											
B3.5 Role of the media and their portrayal of drug issues, including stereotypes											

*Drug issues = drugs, drug use and drug users.

Working with your national assessor

National assessors are from a variety of backgrounds – they may be healthy schools programme coordinators or LEA PSHE advisers, and a significant number are also PSHE Leads. All have sound experience of PSHE and assessment, and are very sensitive to the many demands made on teachers, as well as the pressures on PSHE Leads of supporting a group of teachers. Our assessors see their role as developmental, as well as maintaining rigour and the national standard. They have two days' national training, plus moderation days and sampling of assessments and feedback, to ensure consistency. If you are interested in becoming a national assessor, speak to the programme coordinator.

Every LEA is allocated a national assessor who will recommend certification of your teachers if the standards have been met. Your assessor will contact you in October to introduce themselves and to establish communication routes, whether by email or telephone.

Your assessor will provide you with their:

- Name
- Contact telephone number
- Email address
- Address to which the portfolios will be sent.

To ensure safe posting of the portfolios and their safe arrival, you should:

- Advise your assessor when the portfolios are to be sent
- Check the address for delivery and agree any special arrangements
- Be aware of the need for security of these portfolios – it is essential to have a method of delivery which can be tracked
- Complete the grid listing the names of teachers entering portfolios and place it in the parcel, even if it only contains one portfolio or extract
- Always include your address inside the parcel
- Ensure the parcel is secure, preferably in a strong box
- Portfolios should not be sent in ring binders, but linked with treasury tags
- Email/phone the assessor to advise that the parcel has been sent and the anticipated arrival date/time
- (Your assessor should email/phone you as soon as it arrives, having also checked that the contents agree with the list provided by you, and the number of parcels is correct)
- (Your assessor will contact you prior to returning the portfolios to confirm arrangements)
- Confirm you have received the assessed portfolios.

Your national assessor will provide individual feedback for each teacher plus a letter for you regarding the group as a whole. This is intended to reflect general strengths and areas for development as well as highlighting good practice of individual teachers that you could share with the rest of your group.

In the *Teachers' handbook* (Palmer *et al.*, 2004, page 13), 'What is the purpose of interim submission of evidence?', clear guidelines are provided regarding the evidence required and specific standards to be addressed for interim assessment. Some teachers, for various reasons, may not have provided evidence to meet all these standards, but **an assessor cannot be expected to start an assessment unless a contextual statement and the evidence grids are included.**

Managing interim submission of evidence

PSHE Leads are advised to set the local deadline for submission of portfolios sufficiently **in advance of the national deadline**, to enable them to chase any late ones and get them securely boxed and despatched. Extra administrative support at this time is desirable.

As PSHE Leads collect the interim portfolios, some issues may arise. The following are some frequently raised questions.

A number of reflections and personal values from my group are almost identical

This may be due to excellent guidance by you on the session related to this. Rather than disheartening individual teachers, it may be wiser to discuss with your assessor how the reflection could be made more individual.

I have found limited and outdated policies from one school, and I feel this completely undermines the teacher's evidence.

This needs to be discussed with the teacher so that it can be handled tactfully within the school and LEA.

A lesson observation has been submitted from a classroom assistant who clearly does not have QTS.

This can still be used as a witness statement, but a further lesson observation may be required to meet the criteria.

A good teacher is working in a challenging school where PSHE is not valued, and this affects the evidence in the portfolio.

This needs tactful discussion to discover if the teacher is meeting the standards despite these circumstances, albeit with difficulty, and so may only just gain certification. It should be remembered that this teacher needs encouraging and may consequently improve the PSHE in the school.

A very capable teacher should have submitted her portfolio, but a family member was taken seriously ill and dealing with this has prevented her from doing so.

Reassure the teacher that when she is able to focus on the CPD programme again it might be possible to negotiate a later interim submission for her, and contact the national coordinator in order to do this.

How do I manage interim feedback with my teachers?

Following interim submission, teachers will receive a completed feedback grid from the assessor. This may be sensitive as some constructive comments will be given to help support the final submission. As PSHE Lead you need to make clear to teachers that this is the purpose of an interim submission, and is not intended to indicate failure.

Example 7 shows possible interim feedback, which may be useful to share with teachers in preparation for receiving their own feedback.

Example 7: Interim feedback		
Assessment grid		
Name: _____	School: _____	PSHE Lead: _____
Contextual statement	A useful and clear contextual statement that sets the scene well. Your healthy school involvement has obviously had a major impact on PSHE teaching at your school. You clearly explain your management roles in the school. Please include your teaching responsibilities for final assessment	
Reflections on personal values	An interesting and thought-provoking commentary. Your use of headings and bullet points aided the communication of your reflections. A few examples would help back up some of your statements and show how you apply them in practice. It would be helpful and interesting to hear more about how the faith of your school impinges on your SRE teaching	
Difference and diversity	You get right to the core of our work when you state, 'At the heart of education is the importance of the child.' You succinctly explain what difference and diversity mean to you and colleagues in your school. The key issues identified were all too familiar, especially those parents in denial over their child's special education needs. It would be interesting to see how some of these have been, or are being, addressed	
Name of assessor: _____		
Assessor's comments:		
<p>Your evidence trail focusing on medicines is an excellent example of good practice in PSHE teaching. It is clearly linked to the overall planning for teaching across the school. The pupils are very involved in their own learning, and you are very clear about the learning intentions and assessment opportunities you are aiming for by the end of the lesson. Your evaluation of the lesson is especially useful as it clearly identifies ways to improve delivery still further in the future. The use of advertisements and the celebrity medical condition was 'magical'.</p> <p>You put annotation and cross-referencing to good use in a very well organised portfolio.</p> <p>It will be interesting to read the rest of your evidence against standards at final assessment, including another lesson observation. You have made an excellent start to your PSHE certificate work. I look forward to reading through your completed portfolio.</p>		

Dimension A: The context and core skills of teaching and managing pupil learning in PSHE		Evidence relates to minimum of two occasions		
Theme A1 – The context for PSHE (including SRE and drug education)				Standard met
A1.3 An awareness of the national and local context, eg patterns of drug use and teenage pregnancies			What this element is looking for is for you to present some statistics around local teenage pregnancy rates and drug use, and then show how you address these two issues through your teaching	
Theme A2 – Establishing a safe learning environment				Standard met
A2.1 Consults with pupils to determine their needs, identify levels of knowledge and understanding, attitudes, language and misconceptions, and plan your teaching to be relevant to their lives	Yes		Your differentiated pupil evaluations were not only useful to influence planning and assessment, but were obviously enjoyed by the pupils. Further evidence will be required for this standard to be met	
A2.2 Plan lessons that include strategies to meet the needs of all pupils	Yes	Yes	Your scheme of work, lesson plan and lesson observation show that you successfully include strategies to meet the needs of all pupils on two occasions. This standard is fully met	Yes
A2.4 Has strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme			The 'ask-it basket' is an excellent idea to involve pupils more in their learning and enable you to deal with spontaneous issues effectively. Further evidence will be required for this standard to be met	
A2.5 Recognise prejudice and have strategies to challenge it			Your use of advertisements and references to celebrities with medical conditions, which you link to your planning, evaluation and lesson observation, are all good practice. This standard is met. Well done	
A2.6 Manage discussions of sensitive and controversial issues			No evidence submitted	

Theme A3 – Effective teaching and learning			
A3.3 Use a range of groupings, including working in pairs, small group and with the whole class			Using a structured approach to paired talking partners obviously worked well with your Year 1 class. Evidence from another occasion should describe other approaches used in order for this standard to be fully met

Dimension B – Knowledge and understanding and its application in the teaching of SRE	Evidence relates to one occasion		
Theme B1 – Development of personal awareness, confidence and responsibility			Standard met
B1.1 Physical, emotional and social development of children and young people		Your contextual statement supports this standard well, but a lesson observation would be especially helpful to provide evidence that this is actually taking place	
B1.2 Relationship between emotional health and wellbeing, and sex and relationships		The drug education scheme of work is good evidence for this standard, which is met. Even so, it would be useful to see a little more evidence, eg a lesson observation	

Final assessment; deferring and resubmitting

When your assessor has reassessed the portfolios, they will fall into one of the following categories.

1. The majority will be recommended for certification

The first page of the assessment grid will indicate that certification has been recommended, and a copy of this will be enclosed in the return parcel for you to include when returning the portfolio to the teacher.

2. Some portfolios may be missing one or two pieces of evidence

Your assessor will contact you if, perhaps, a lesson observation or a couple of minor items are missing. It is likely that the teacher can send this to the assessor very quickly, so the assessor retains the portfolio to await this additional evidence. Once the missing evidence is received the teacher is dealt with as above.

3. Some teachers may have met the majority of standards but still have quite a few that are not adequately evidenced

Depending on the amount lacking, and in discussion with the PSHE Lead, who will be more aware of the individual teacher's circumstances, there is an option for:

- Resubmission by 1 July 2005*
- Resubmission by 26 September 2005*.

[*New dates will be set for phase 3.]

The assessor may advise which appears to be the most appropriate submission date, but it can be open for discussion. As the portfolio will have to be returned to the teacher, the assessor should provide feedback on the standards not yet met, plus some positive feedback on some of the standards which have been well evidenced.

4. Sadly, some teachers may be judged unable to meet the standard

It is likely that a teacher who falls into this category would have been identified as such at the interim assessment and advised accordingly.

Please note the following extracts from the *Teachers' handbook* (Palmer *et al.*, 2004, pages 13–14), 'Final submission of evidence'.

In exceptional circumstances (to be agreed by the programme coordinator) a portfolio could be admitted for final submission only. This would have to be agreed with the National Coordinator at the time of interim assessment.

Teachers will normally be entitled to one resubmission at an agreed resubmission date (this will be at the discretion of the assessment and moderation panel).

Post-certification – an option

Applying for advanced skills teacher (AST) status

The process of certification recognises teachers' experience and enhances their professional development. Some teachers may wish to use their certification and portfolio of evidence to support an application for the AST grade.

All ASTs must meet national standards of excellence. These are:

- Excellent results/outcomes
- Excellent subject knowledge and expertise
- Excellent ability to plan
- Excellent ability to teach, manage pupils and maintain discipline
- Excellent ability to assess and evaluate
- Excellent ability to advise and support other teachers.

See www.teachernet.gov.uk/professionaldevelopment/ast/guidance/assessment and the *Advanced Skills Teachers' Induction Handbook: Building on your Strengths* (DfES, 2002).

Assessment of the candidate

Assessment will include:

- Classroom observation of two lessons (chosen by teacher)
- Interview with the teacher
- Discussion with the candidate's headteacher and any other staff familiar with the candidate's work
- Review of documentary evidence, including application form and portfolio.

Application form

This asks for your:

- Rationale for wanting to be an AST
- View of how, as an AST, you can improve the quality of teaching and learning.

The PSHE portfolio, along with the assessor's supporting comments, can be used to contribute to the documentary evidence required to demonstrate the AST standards of excellence.

The difference and diversity statement and personal value statement give an insight into the vision a teacher has for the pupils they teach, the colleagues they work with, and the school and community they work in. As such they can underpin and add substance to the rationale for wanting to become an AST.

Example 8: Evidence in the portfolio to support an application for AST status

Standard of excellence	Supporting evidence in portfolio
<p>1 Excellent results/outcomes</p> <p>As a result of aspiring AST teaching, pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations; exhibit consistently high standards of discipline and behaviour; and show a consistent record of parental involvement and satisfaction</p>	<p>Results of pupil questionnaires/ interviews/end-of-unit reviews/ parental consultations</p> <p>Could cross-reference to: A1.1, A3.3, A3.4, lesson observations</p>
<p>2 Excellent subject and/or specialist knowledge</p> <p>Aspiring ASTs must keep up-to-date in their subjects and/or specialism(s); have a full understanding of connections and progressions in the subject and use this in their teaching to ensure pupils make good progress; quickly understand pupils perceptions and misconceptions from their questions and responses; and understand ICT in the teaching of their subject or specialism(s)</p>	<p>Full portfolio and certificate of attendance at CPD sessions</p> <p>Could cross-reference to Dimension B and accompanying grids, A1.1</p>
<p>3 Excellent ability to plan</p> <p>Aspiring ASTs must prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils; set consistently high expectations for pupils in their class and homework; and plan their teaching to ensure it builds on the current and previous achievement of pupils</p>	<p>Could cross-reference to grids and A1.2, A1.4 and scheme of work, A2.1, A4.1</p>
<p>4 Excellent ability to teach, manage pupils and maintain discipline</p> <p>Aspiring ASTs must understand and use the most effective teaching methods to achieve the teaching objectives in hand; display flair and creativity in engaging, enthusing and challenging groups of pupils; use questioning and explanation skilfully to secure maximum progress; develop pupils' literacy, numeracy and ICT skills as appropriate within their phase and context; are able to provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected; maintain respect and discipline and be consistent and fair</p>	<p>Could cross-reference to grids and lesson observations, headteacher's supporting statement, testimonials from visitors</p>
<p>5 Excellent ability to assess and evaluate</p> <p>Aspiring ASTs must use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching; and improve their teaching through evaluating their own practice in relation to pupils' progress, school targets and inspection evidence</p>	<p>Could cross-reference to grids and A2.1, A4.2, A4.3</p>
<p>6 Excellent ability to advise and support other teachers</p> <p>Aspiring ASTs must provide clear feedback, good support and sound advice to others; are able to provide examples, coaching and training to help others become more effective in their teaching; can help others to evaluate the impact of their teaching on raising pupils achievements; are able to analyse teaching and understand how improvements can be made; have highly developed inter-personal skills which allow them to be effective in schools and situations other than their own; provide a role model for pupils and other staff through their personal and professional conduct; know how to plan and prioritise their own time and activity effectively; and are highly respected and able to motivate others</p>	<p>Could cross-reference to grids and A5.1, A4.1, A3.1, A3.2, A3.3, A2.3</p>

3 CPD network meetings

Training programmes

There are a variety of models of delivery for the PSHE certification training programme that have been adopted around the country. These range from light touch to intensive, including INSET days, residentials, twilights and attending other affiliated courses.

The model you choose will depend on your capacity to deliver, additional local support, numbers of teachers and funding. Below are descriptions of some packages offered during 2004.

Lambeth, Southwark and Lewisham

Briefing conference

Briefing on CPD programme, practical activities, certificated teachers perspective, dates for future meetings.

Providing dates for training and local submissions

All teachers to provide a contextual statement, reflection on personal values, one lesson observation to the PSHE Lead during the summer term on specified dates.

PSHE Lead team meetings

Weekly team meetings will include an allocated time for the team to look at submitted evidence and support each PSHE Lead in providing supportive criticism/response to statements. During the second half of the summer and autumn terms, the contextual statements and personal values will be moderated.

One-stop shops

Opportunities for teachers to dip into advice from the PSHE Lead, one-to-one or in groups. To be held fortnightly or twice each half term during autumn.

CPD INSET

Specific INSET for SRE and drugs is provided within the existing local training packages.

Three additional sessions planned on teaching of HIV and AIDS, and sexuality – a whole-school approach; faith values and SRE.

Birmingham

Core training (three days)

- Contextual statement, reflection on personal values and creating a portfolio.
- Diversity and interim submission.
- Feedback on the interim submission.

Cluster group meetings

Four twilights exploring issues arising from the training.

INSET

(Teachers choose whether they feel they need these.)

- Drugs training, two days (free).
- Effective SRE in the primary or secondary school, one day (fee to pay).
- Existing borough INSET courses.

Staffordshire

Core training (three days)

Certification requirements, SRE and drugs.

Twilights

Four to six, throughout the year.

Non-contact time

1.5 days' non-contact supply time for planning and development of portfolios.

Shropshire, Telford and Wrekin

Summer

One day on requirements, contextual statements, personal values and diversity.

Voluntary twilight – problem-solving.

Autumn

- Half-day SRE training.
- Voluntary twilight – generic support or one-to-one.

Spring

- Half-day PSHE.
- Half-day one-to-one with PSHE Lead.

(A significant amount of drug training has been offered recently so it was decided to offer only SRE training at this time.)

Hackney

Core training

Two compulsory days on contextual statement, reflection on personal values and difference and diversity, teaching and learning in PSHE, national and local context for PSHE.

One day SRE or drugs training, depending on extension module.

Twilights

- October – preparation for interim assessment.
- December – feedback on interim submission.
- February – preparation for the final submission.

Support visit

Half-day visit for each teacher from PSHE Lead, including a lesson observation, support to collate the evidence trail and reviewing progress on the portfolio.

Capacity

To enhance their capacity, PSHE Leads are advised to ensure the input of education and health colleagues locally, including previously certificated teachers. It is also advisable to develop ways of working with teachers that do not always require your direct input, eg during the initial CPD network meeting begin to develop paired/cluster working among teachers, set them homework to produce a first draft of their own contextual statement, and to agree a date to meet with their colleagues in advance of the next CPD network meeting to help each other improve their draft statements. The same model could be used for paired lesson observations and portfolio building. A phase 2 certificated teacher could then mentor via these pairs/cluster groups.

Examples of training materials

You will make your own decisions, based on teacher needs assessments, about what to include in your training package. What follows is a selection of developing draft training materials or resources based on the portfolio requirements. It is intended that you and your colleagues could dip into these resources to develop your own programme of training. These resources have been produced by fellow PSHE Leads and shared at regional meetings. *Please bring along copies of successful sessions and activities that you have developed to share at future meetings.*

Methodologies for training

A variety of methodologies are useful when delivering training, to model the range of approaches teachers can use in the classroom. The resources are made up of information handouts, overheads and training activities.

Active methods	
Wordstorming	Records ideas quickly. Helps gauge prior knowledge and attitudes
Small-group work	Helps build confidence about speaking in a group. Structured to involve everyone
Standpoint taking	Arguing for a point that is not necessarily the person's own stance enables teachers to explore both sides of an issue; debrief with 'How does it feel?', 'How easy was it to change viewpoints?', 'What have you learned?'
Paired interviewing	Instils confidence by interviewing and presenting information about a partner to the group
Questionnaires and quizzes	Provide triggers for discussion
Case studies	Help staff consider situations in a non-threatening way
Continuums	Participants physically place themselves in accordance with their views and opinions – provide opportunities to discuss sensitive issues
Role play	Provides opportunities to experience an issue or situation from a different perspective – careful preparation is needed to build up trust. Need not be performed to whole group to be valuable

Active methods can be fun and effective – but if not well planned and practised beforehand, can feel threatening and awkward for both participants and trainer.

The following materials are examples that other PSHE Leads have used, and might help in the preparation of your CPD network sessions.

Portfolio requirements	Resource	Page
The portfolio	1 Portfolio requirements	46
	2 Collecting evidence	47
	3 Annotation clouds	48
	4 Interim assessment	50
	5 Final assessment	51
	6 Content	51
	7 Presenting good quality evidence	52
	8 Evidence trail: drugs	53
	9 Evidence trail: SRE	53
Contextual statements	10 Contextual statement	54
	11 Primary contextual statement	55
	12 Secondary contextual statement	56
Reflections on personal values	13 Value statements	57
	14 Value scenarios	58
	15 Teaching and personal values	59
	16 Writing personal value statements	59
Responding to difference and diversity	17 Difference and diversity scenarios	61
	18 Personal diversity	62
	19 Responses to diversity	62
Teaching and learning in PSHE	20 Applying policy to practice	63
	21 Including all learners	65
	22 Characteristics of good learning in PSHE	66
	23 Lesson evaluation	67
	24 Effective teaching and learning	68
	25 Effective PSHE	70
	26 Strategies for pupils' participation	71
	27 Climate setting	73
	28 PSHE review	74
	29 Lesson review	74
	30 Pupil evaluation	76
Dimension B – SRE or drug education	31 Exploring a standard from KS1 to KS4	78
Lesson observations	32 Lesson observations – a possible CPD network session	79
	33 Extract from Ofsted on lesson observation	81
	34 Sample lesson observation	82
	35 Lesson observation proforma	83

With the exception of resource sheets 1, 5 and 6 it is expected that you will alter the following to suit your aims and your teachers' needs.

The Portfolio

The portfolio demonstrates to the assessor how the teacher has met each of the standards. It is a collection of annotated evidence which describes the teachers' work in PSHE in the context of their own school.

Resource 1: Portfolio requirements

<p>Dimension A Core skills in teaching PSHE</p>	<p>Dimension B Knowledge and understanding and its application to teaching SRE or drug education</p>			
<table border="1"> <tbody> <tr> <td data-bbox="92 689 507 1097"> <p>Headteacher's validation plus optional supporting statement (page 19)</p> </td> <td data-bbox="507 689 938 1097"> <p>Contextual statement 300–500 words (page 54)</p> <p>Personal value statement up to 750 words or bulleted list (page 59)</p> <p>Statement on difference and diversity Various ways of presenting information (page 61)</p> </td> <td data-bbox="938 689 1461 1097"> <p>Lesson observations (page 79) Minimum of two</p> <p>Completed evidence grids (pages 21–22)</p> </td> </tr> </tbody> </table>		<p>Headteacher's validation plus optional supporting statement (page 19)</p>	<p>Contextual statement 300–500 words (page 54)</p> <p>Personal value statement up to 750 words or bulleted list (page 59)</p> <p>Statement on difference and diversity Various ways of presenting information (page 61)</p>	<p>Lesson observations (page 79) Minimum of two</p> <p>Completed evidence grids (pages 21–22)</p>
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<p>Dimension A Standards A1.1 to A1.3 Context for PSHE (page 21) Evidenced on two occasions</p> <p>Dimension A Standards A2.1 to A2.6 Establishing a safe learning environment (page 25) Evidenced on two occasions At least one standard in this theme must be addressed in a lesson observation</p> <p>Dimension A Standards A3.1 to A3.4 Effective teaching and learning (page 26) Evidenced on two occasions At least one standard in this theme must be addressed in a lesson observation</p> <p>Dimension A Standards A4.1 to A4.3 Reflection, evaluation and assessment (page 26) Evidenced on two occasions</p> <p>Dimension A Standards A5.1 to A5.4 Effective partnerships (page 27) Evidenced on two occasions One standard can be substituted by A5.4</p>	<p>Dimension B Standards B1.1 to B1.3 Development of personal awareness, confidence and responsibility (SRE page 28, drug education page 31) Evidenced on one occasion At least one standard in this theme must be addressed in a lesson observation</p> <p>Dimension B Standards B2.1 to B2.7 Development of healthy safer lifestyle (SRE page 29, drug education page 32) Evidenced on one occasion At least one standard in this theme must be addressed in a lesson observation</p> <p>Dimension B Standards B3.1 to B3.5 Develop positive relationships and respect for difference and diversity (SRE page 30, drug education page 33) Evidenced on one occasion At least one standard in this theme must be addressed in a lesson observation Standards B3.4 and B3.5 can be submitted as part of action plan (SRE only)</p>			

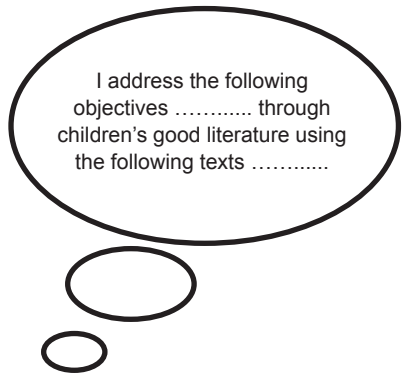
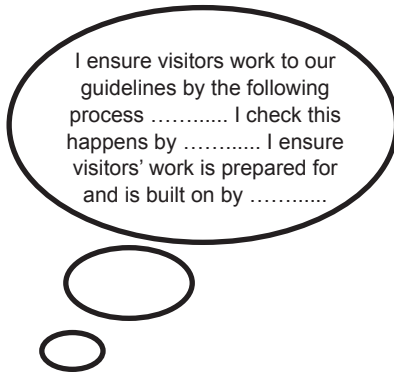
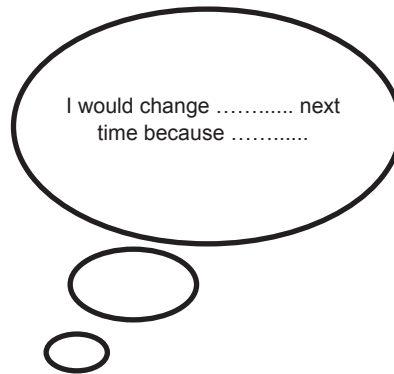
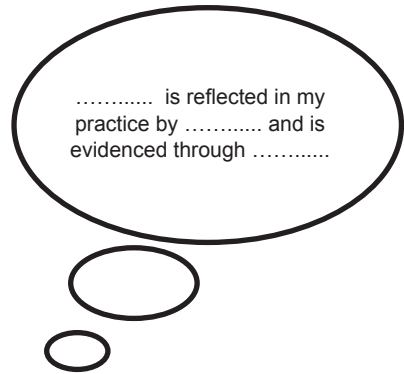
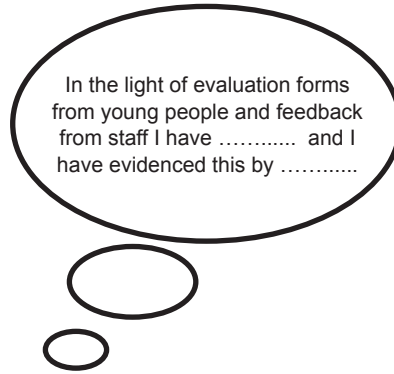
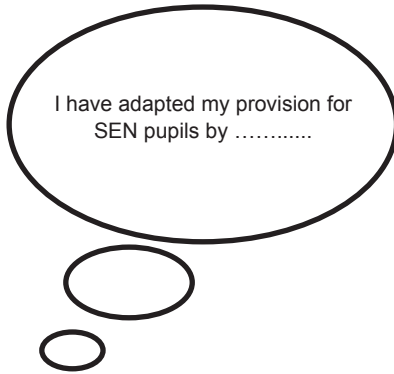
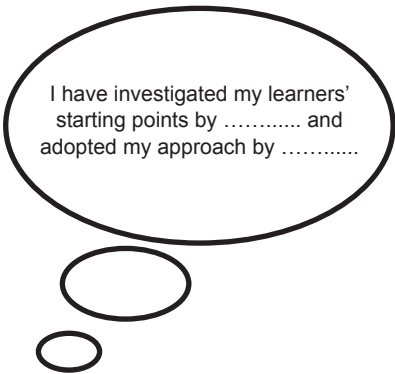
Resource 2: Collecting evidence

- Scheme of work for PSHE
- Lesson plans
- Aims and objectives of a course/lesson
- Lesson observations – performance management/Ofsted/peer observation
- Witness statements
- Examples of pupils' work assessed by teacher and/or pupil
- School ground rules
- Class ground rules
- Evaluation comments of an activity
- Photographs with commentary
- Evidence from PSHE certification support
- Performance management criteria/evidence
- Ofsted report
- School development plan
- Policies
- Applicable handbooks
- LEA adviser notes
- Best practice meetings
- Minutes
- PSHE/year/team reviews of appropriate modules/units
- Pupil evaluation forms
- Schools for Health report/questionnaires
- Any relevant work from Schools for Health
- Training course certification
- Liaison with external health professionals/visitors.

Extracts from the above are useful only if annotated to demonstrate relevance for each standard and the teacher's contribution or role.

Resource 3: Annotation clouds

These can be used in a variety of ways, both during a training session and by teachers as they build their portfolios.



I judge these children learnt
..... because
I chose this approach/ resource
because

I judge this lesson went well
because

I adapted it in the light of

I met the needs of every
child by

Next time I would change
because

I identified this lesson objective
(or priority) by

Before this topic the children
said thought
knew
– Now the topic has finished
they say think
know

I have been asked
and children have raised the
issue by
And I have responded by
.....

One thing I learnt was

Next time I need to think
about

Resource 4: Interim assessment

Please note this is an updated version of what appears in the *Teachers' handbook* (Palmer *et al.*, 2004) based on feedback from national assessors.

How to organise the portfolio for interim assessment

The purpose of submitting an interim portfolio is to obtain feedback from a national assessor, and to receive guidance on how best to proceed before the final submission of evidence.

Use the treasury tags provided by your PSHE Lead to hold together:

- Cover page, including your name, school, LEA and PSHE Lead
- Evidence grids, indicating on which page your evidence is located
- Contents page
- Contextual statement
- Reflection on your personal values
- One lesson observation
- Evidence trails and individual pieces of evidence relating to the following standards:
 - Dimension A, themes 1–3
 - Dimension B, theme 1

Due to the use of evidence trails other standards might also have been met, but the assessor will provide feedback only on the standards required at this stage.

You will need to **number the pages** and include them on the contents page and evidence grids – you may wish to do so in pencil so that you can make additions/changes after the interim assessment, or simply change 1, 2, 3, 4 etc to 1, 2, 3A, 3B, 3C, 4 etc. You could also just add in any extra pages at the end – so long as it is all numbered, your assessor will find it.

Do not feel obliged to produce your evidence in an immaculate state or to word process anything especially – as long as it is legible, that will be fine.

Use plastic wallets only if there is a particular reason for doing so and if the assessor can read the contents without having to remove them.

Resource 5: Final assessment

How to organise the portfolio for final assessment

Use the treasury tags provided by your PSHE Lead to hold together:

- Interim assessment feedback sheets*
- Evidence grids, indicating on which page your evidence is located
- Cover page, including your name, school, LEA and PSHE Lead
- Contents page
- Contextual statement
- Reflection on your personal values
- Response to session(s) on difference and diversity
- Evidence trails
- All other pieces of evidence that are not part of a particular trail
- Action plan for SRE Dimension B – 3.4 and 3.5 if required
- Headteacher's validation (and supporting statement).

You will need to **number the pages** and include them on the contents page and evidence grids. If you have inserted pages, perhaps in an evidence trail submitted for the interim assessment, you can simply change 1, 2, 3, 4 etc to 1, 2, 3A, 3B 3C, 4 etc. You could also just add in any extra pages at the end – so long as it is all numbered, your assessor will find it.

Do not feel obliged to produce your evidence in an immaculate state or to word process anything especially – so long as it is legible that will be fine.

Use plastic wallets only if there is a particular reason for doing so and if the assessor can read the contents without having to remove them.

***When submitting your portfolio for the final assessment, don't forget to include your assessor's interim feedback sheet before the Contents and to annotate it to show how you have responded to her/his suggestions.**

Resource 6: Content

What makes a good portfolio of evidence?

- A description of yourself and your commitment to the teaching of PSHE.
- A thorough explanation of your role and the context in which you work, to help the assessor see your role clearly.
- Your own reflections on personal values and their impact on your teaching, together with how the school ethos affects your teaching.
- An explanation of your role in policy/scheme of work development.
- Evidence of learning, reflection, assessment and evaluation.
- Extracts from working documents – annotate any changes made.
- Clear links from policy to practice.
- Evidence of impact in the classroom.
- Depth and breadth of evidence.
- Comprehensive evaluations that inform planning.
- Pupils' work, not just blank worksheets.
- Lesson observations showing clear links to standards.
- Evidence of your own progression and development during the course of the programme.
- Relevance of any included published material demonstrated through annotation relating it to practice.

Resource 7: Presenting good quality evidence

- Essential reading – *Teachers' handbook* (Palmer *et al.*, 2004, pages 10–13).
- Ask 'Why am I including this?'
- Evidence should 'demonstrate a sound understanding of the concepts'.
- Make every piece of evidence count.
- Cross-reference the evidence.
- Evidence need not be word processed.
- Annotate to add your evaluations/adaptations/reasons/reflections.
- Highlight the relevant section in a document, and annotate to clarify how it relates to the evidence.
- Working documents with inserts/revisions.
- Show individual contributions in minutes/activities/planning.
- Lesson plans need to be explained:
 - why was this strategy used?
 - why was this person invited?
 - why was this grouping done?
 - why was this topic discussed?
- Lesson observations should be clear about the standards being observed.
- Ofsted or similar statements – indicate how they are relevant to a standard.
- Guide the assessor to what you want to be read.
- Good organisation and layout with clear evidence grids and cross-referencing.
- Most of the evidence set out in context, eg in evidence trails.
- Selective choice of evidence showing range of teaching, resources, strategies.
- Good annotations/commentaries providing context and link to standards.
- Relevance or impact on own PSHE teaching of a course attended.
- Dimension B (SRE/drugs) as strong as Dimension A (broader PSHE).
- A headteacher's statement which brings the work to life.

Resource 8: Evidence trail – drugs

Plan for an evidence trail on drug education:

Schemes of work/medium-term plans
<i>Drug education – smoking</i>
Analysis of pupils' needs
<i>Questionnaire on their knowledge of drugs</i>
Lesson plan
<i>The consequences of smoking</i>
Teaching strategies
<i>Smoking views/smoking machine demonstration/true–false sheet</i>
Resources
<i>Group grid on consequences/smoking machine demonstration/true–false sheet</i>
Pupils' activity/work
<i>For-and-against consequences sheet</i>
Pupils' assessed work
<i>Completed scenarios sheets</i>
Lesson observation/witness statements
<i>Lesson observation by year head</i>
Pupils' evaluations
<i>Questions to assess impact of lesson(s)</i>
Teachers' evaluations
<i>Effect of messages in demonstration and pupils' own views</i>

Resource 9: Evidence trail – SRE

Plan for an evidence trail on relationships:

Schemes of work/medium plans
<i>Relationships – what is a friend?</i>
Analysis of pupils' needs
<i>Bullying incident observed in the playground</i>
Lesson plan
<i>What is a friend?</i>
Teaching strategies
<i>Story to class – circle time/picture cards in groups</i>
Resources
<i>Story of the new pupil/picture cards</i>
Pupils' activity/work
<i>Worksheet. A friend is...</i>
Pupils' assessed work
<i>How would I help the new pupil?</i>
Lesson observation/witness statements
<i>Statement from learning support assistant on handling of issues</i>
Pupils' evaluations
<i>Questions to assess impact of lesson(s)</i>
Teachers' evaluations
<i>Observations on pupils' responses to issues raised and ensuring planned developments</i>

Contextual statements

The contextual statement enables the assessor to understand the environment in which the teacher is teaching PSHE, the school, and the teacher's role. The statement is not assessed, but is a vital tool for understanding the evidence in the portfolio. The assessor may comment on how helpful/informative it is, but may request further clarification if necessary. For example, the teacher may have explained a whole-school role in PSHE, but omitted any facts about an actual teaching role/commitment.

Resource 10: Contextual statement

This is a vital aspect of your evidence – keep it concise, but also ensure the assessor is made aware of the issues in your school and can build up a feel for the school in which you work as the evidence is read. Assessors particularly appreciate portfolios that give a clear picture of the teacher's personality as a PSHE practitioner, their unique circumstances, thoughts, reflections and commitment to the subject.

- What type of school is it?
- Describe the catchment area.
- Describe the social, cultural and academic mix of the pupils.
- How many pupils and teachers in the school?
- How are the classes arranged for lessons?
- What effect has the above on PSHE?
- What importance is given to PSHE in the curriculum?
- How are the pupils' PSHE needs assessed?
- How many teachers are actively involved in PSHE?
- How is PSHE taught in the school? What time is allocated?
- How do you decide what to teach?
- What themes do you cover?
- Is your programme linked to National Curriculum Science?
- Have you developed a consultation strategy that invited ideas and suggestions from parents, governors and outside agencies?
- Are pupils asked to contribute ideas? Are they involved in reviewing your programmes at the end of each term/year?
- What is your role in PSHE in the school? What PSHE lessons are you actually teaching?
- How long have you been teaching PSHE? What PSHE training have you had?
- Is the school involved in Healthy Schools or related programmes?

Resource 11: Primary contextual statement

Example of a contextual statement by a primary teacher

My primary school currently has about 300 pupils on roll, including a nursery unit, with 15 teachers and several classroom assistants and national nursery education boards. The school is situated within view of the Angel of the North. The catchment area is very mixed, with 36% of our children receiving free school dinners. Pupils normally transfer to the local Community School at the end of Key Stage 2. The school has traditionally had mixed year classes, so all subjects are taught on a two-year programme.

Our mission statement explains that we aim to provide a happy, caring and supportive environment where children are educated to their full potential through a structured approach to learning, within and beyond the framework of the National Curriculum. As a school we aim to nurture self-respect, self-discipline, self-motivation and self-confidence. Pupils are encouraged to relate positively to others, recognise right from wrong, and appreciate the diversity of cultural traditions.

The PSHE curriculum taught is based on the Qualifications and Curriculum Authority (QCA) guidelines for Citizenship and Drug Awareness. SRE is currently taught through the Science Curriculum and as a special unit of study in Year 6. The PSHE topics are taught in termly modules, with teachers identifying specific time within their class timetable for the subject. After six years of teaching across Key Stage 2, my current class is a mixed Years 5 and 6, so I have teaching responsibility for the unit on SRE as well as the PSHE topics. Many sensitive issues, such as bullying, friendship, emotions etc, are discussed more informally through school assemblies and circle time activities. The School Council is also used as a forum for communicating ideas and issues. In addition, pupils have the opportunity to make anonymous suggestions via a new suggestion box.

We encourage parents to be partners in their child's education so that we can develop caring and socially responsible members of society, who show consideration for others and a concern for the local community. We encourage parents to discuss with us any issues they may be concerned about. We have good working relationships with all relevant professional agencies. Visitors are always welcome to our school, and we encourage visits from a variety of people within our community. We now have a Code of Practice in place for all such visitors. The staff at our school are committed to raising standards, and this is reflected in the different awards that have been gained recently: the Healthy Schools Award, Artsmark Status and the Basic Skills Quality Mark.

For the past two years I have been the PSHE and citizenship coordinator, and I am a member of the school's general management team. This team meets termly to discuss the relevant strands of the school's development plan. In addition to writing the school's PSHE policies and programme of studies, I promote PSHE throughout the school through a wide range of activities. I also regularly attend in-service training sessions on PSHE, citizenship and SRE-related issues to ensure I remain up-to-date with current thinking and can keep other members of staff informed.

Consider what questions you might ask to gain further information to enable you to gain a better understanding of the school context and the teacher's role in the teaching of PSHE in this school.

Resource 12: Secondary contextual statement

Example of a contextual statement by a secondary teacher

This language college is a growing, mixed-sex 11–16 school of approximately 1,200 students. It is situated in a suburb of Scunthorpe. Each year group has nine classes with an average of 28–30 students per class. Pupils are from a wide range of backgrounds. Most live in close proximity to the school, and almost all are white with English as their first language.

The PSHE curriculum incorporates SRE and has close links to citizenship and child guidance. The school believes that every child has a right to be taught SRE, and will adapt lessons accordingly to meet their individual needs. The school aims to deliver SRE to all year groups at a level they can comprehend. We try to prepare our students for adult life, including future relationships and possible sexual experiences. All students receive an hour of discrete personal, social, health and citizenship education (PSHCE) provision each week, plus the occasional off-timetable day. SRE is taught by form teachers in Year 7, and from September 2004 by a small team of teachers in Year 8, with guided lesson plans provided by myself as the PSHCE coordinator. Other issues are addressed, such as bullying, ways of coping with peer pressure, relationships, self-esteem, emotions and healthy eating. Students have access to peer mentors if they wish to talk about these issues. In Years 9–11 PSHE is taught within a nine-week rotating modular system, and there is a specialist teacher (myself) teaching a four-week SRE module in each year. Year 9 and 10 students also all have access to a four-hour SRE course delivered by a multi-agency team, headed by Youth Services.

Parents are kept fully informed about all issues involved, and for the past three years have been asked to an SRE evening at the school where we deliver information to them, aiming to empower them to be able to talk more freely to their children. School governors are also invited to this evening. As a school we also work very closely with multi-agency teams (they contribute to the parents' evening, for example). Visitors are encouraged to attend PSHE lessons, and the school nurse holds a weekly drop-in session at lunchtimes which are open to all students. We are one of the few secondary schools in North Lincolnshire to have been awarded the Healthy Schools Award (and are nearly ready to be assessed for our second time).

As PSHCE coordinator, I teach seven hours of PSHE per week within my own school, to Years 8–11 (including all the SRE within these year groups). I deliver in-service training to newly qualified teachers and graduate teachers at my school on PSHE and SRE issues, and to other colleagues in other year groups, as appropriate.

I have taught for five years, the past two in my role as coordinator.

Consider what questions you might ask to gain further information to enable you to gain a better understanding of the school context and the teacher's role in the teaching of PSHE in this school.

Reflections on personal values

The purpose is to give teachers the opportunity to reflect, with colleagues, on the potential impact of their personal values on classroom practice. Assessors are judging not the values or responses, but the level of reflection from the individual teacher and its impact on the actual teaching of PSHE. Consequently, any request for further clarification from your assessor should not be construed to suggest that personal values are being questioned. For example, the teacher may have explained about the ethos and values of the school, but omitted to mention any personal values.

It is essential to be aware that it is not the assessor's role to make judgements about a headteacher or a school policy. If there are concerns about out-of-date policies, your assessor should mention this tactfully to you to raise awareness and allow you to decide how to address the issue.

The following activities are designed for use with groups of colleagues discussing and considering their own responses. It is important that you lead sessions to encourage teachers to reflect on their own values and to understand the purpose of the personal value statement in the portfolio.

Resource 13: Value statements

Consider how you feel about these statements. In what ways might this have an impact on your teaching?

- I believe in delaying childbearing until the mother is sufficiently mature, educated, supported and financially secure, to give her children the best possible start in life.
- Pornography encourages men to see women as sexual objects rather than human beings.
- Women have the right to have an abortion if they want one.
- Sixteen is the right age of consent for sex.
- If a woman dresses attractively, she is 'asking for it'.
- Homosexuality is a lifestyle choice.
- I think young people should be taught to abstain from sex until they are married or in a permanent relationship.
- It is wrong for gay men to hold hands in public.
- Regularly smoking cannabis is not as harmful as other drugs and should be legal, just like alcohol and tobacco.
- A man can be just as good at looking after a baby as a woman.
- I think male circumcision is child abuse.
- There is too much sex on TV.
- I think heroin users should be prescribed it by their GPs. Drug use is a medical issue, not a criminal one.
- Prostitution should not be illegal.
- I think it is inappropriate for people with severe learning difficulties to have sex, as this may lead to pregnancy.
- It is right that parents should be able to withdraw their children from SRE.
- People who smoke and become ill should pay for their treatment.
- It is OK for young people to get drunk now and again.

Resource 14: Value scenarios

You are team teaching with a colleague who is expressing strong views about the negative consequences of teenage pregnancy. Three pupils protest that their mothers all had them under the age of 20 but their experiences are positive.

What would you do in the short term, and in the longer term?

Tom is six years old. His teacher asks the class what they did at the weekend. Tom replies that he had a great weekend as his Dad had 'been on the rob and brought home loads of new stuff'. Tom adds 'and he said when I'm older I can go with him'.

What would you think, say and do?

You teach in a faith school that has a strong moral/religious ethos. The school believes that abstinence should be promoted to all pupils. You are new to the school, and do not practise the religion of the school.

What would be the impact on your planning and teaching of SRE?

Graham is gay. The school community is not aware of his sexuality. He is teaching a Key Stage 3 lesson on relationships when a girl from a family with a strong religious faith says 'it's disgusting what queer men do to each other. They'll burn in hell for what they do.'

Should this statement be challenged?

Ms H. is a very skilled teacher, and has an excellent relationship with all students she comes into contact with. Monitoring of PSHE lessons and Ofsted recognise that she has all the qualities to become an AST. It is common knowledge in the school that Ms H. is an active member of the British National Party (BNP), often appearing in the local press.

How would you feel about leading her CPD on teaching and learning in your school? Should she be supported to become an AST?

The Equal Opportunities Policy and the Anti-Bullying Policy are both going through a review process. There are strong views within the working group that both should address gay issues. Some suggest that this should include being able to be open and honest about gay relationships in class, including sexual practice.

How would you respond to this?

Your school has a well developed programme for PSHE and personal and social development. There is unity among the staff in the view that one of the most important aims of the school is to enhance the aspirations of its pupils. However, staff are often challenged by what appears to be a 'what's the point of it?' culture from families and pupils.

Should the school reflect the nature of the community it serves, or can it operate in conflict with the norms of the community?

An overheard conversation between two teachers in the staff room is a derogatory discussion about a new family of travellers joining the school. The teachers describe the family as 'pikeys'.

How would you respond to this?

Resource 15: Teaching and personal values

Questions to consider when reflecting on personal values

- What are values?
- Where do they come from?
- What personal values do you hold that could influence your teaching?
- What are the school's values and ethos, and do they underpin the teaching?
- Reflect on your own values in relation to those of the school: how do these affect your teaching?
- Thinking about PSHE: why is it important, what do we aim for children to know, be able to do, value and understand?
- To facilitate this learning, what does effective teaching in PSHE involve?
- What challenges face us when teaching PSHE?
- How can we ensure PSHE enables pupils to explore their own and others' values in a safe and supportive atmosphere?

Resource 16: Writing personal value statements

The following are a few suggestions to support the development of your personal value statement. Try to reflect with colleagues on the potential impact of your personal values on your classroom practice. Do not use the statements as questions to answer.

What is your position regarding the teaching of potentially sensitive and controversial issues? How have policies that deal with confidentiality been developed? Do you have the same views as your colleagues about what is sensitive? Have you ever discussed this?

Ideas to reflect on:

- Do incidents influence your agenda (whether national, local or personal)?
- Are you confident teaching in these areas? What training have you had or do you still need?
- Does your own, or the school's, religious denomination influence your teaching style/content?
- Are you aware of, and confident with, child protection issues? What child protection training have you had or do you still need?
- Do you ever feel uncomfortable teaching any topics or presenting a particular view? What type of questions are particularly challenging?
- Describe situations, or ways that you may be challenged by pupil cultures, values and attitudes.

Ideas to reflect on:

- Are you aware of the differences and diversities that exist within your school/community/town?
- Where do you get your information about difference and diversity to share with pupils?
- Do your teaching style and methods reflect a balanced, unbiased view of the subject you are covering?
- Do you encourage the use of outside visits/visitors to support the curriculum?
- How do you contribute to the development of your pupils' personal values?
- When teaching, how do you clarify personal boundaries, apply distancing techniques and ground rules, and handle difficult questions?

Ideas to reflect on:

- Refer to policy – who sets the ground rules?
- Are the ground rules about personal information and confidentiality agreed and developed by the pupils?
- Do you use third-party scenarios and/or drama in your teaching methods? What support measures do you have in school or links to outside services? eg police, healthy schools team, etc.
- To what extent do your school's ethos and relevant policies affect your teaching?

Ideas to reflect on:

- Are you governed by the religious denomination of your school?
- Are governors and parents involved in policy and curriculum development?
- Is PSHE/SRE/drug education given a high profile in your school?
- Is there a whole-school approach to PSHE/SRE/drug education?
- Is monitoring, review and dissemination of health education policies regularly carried out with staff, governors and parents?
- What affects policy development in your school?
- Does your policy deal with incidents effectively?
- What are the areas of work and good practice that you want to develop in the future?

Ideas to reflect on:

- What are your personal strengths, and how do you apply them?
- What do you feel are your weaknesses, and how can they be addressed?
- What do you feel are the strengths of the school, and why?
- Have you identified any weaknesses in the school, and how can these be addressed?
- You may wish to cross-reference this with your action plan.

Responding to difference and diversity

Teachers are being asked about their views and reflections on the following.

- Issues of difference and diversity such as culture, ethnicity, sexuality, gender, ability, faith, social and community.
- Approaches and teaching materials and activities which could be used to address these issues with pupils.
- Key issues and questions arising from discussions with colleagues and personal reflections.
- The teacher's own learning.
- An analysis/evaluation of a unit of work/classroom materials in relation to difference and diversity.

PSHE Leads are encouraged to challenge the not uncommon assumption that difference and diversity are only about ethnicity and therefore irrelevant in some schools/areas ... and so discuss statements made by teachers and/or pupils.

Resource 17: Difference and diversity scenarios

Teachers' views

- I teach in a white, all-girls, Roman Catholic rural secondary school. Difference and diversity doesn't really apply to me, does it?
- My primary group class has just one black pupil in it. How do I tackle issues of difference and diversity without drawing attention to the fact that he's different?
- I teach in a school with a large percentage of Afro-Caribbean pupils who come from families where it is acceptable to smoke marijuana. How do I handle this issue?
- My pupils have severe learning difficulties – abstract issues such as difference and diversity would go right over their heads.
- My school is an all-boys inner-city comprehensive with approximately 50% indigenous white pupils and the other half made up of mainly Bangladeshi pupils with a small percentage of Somalian and Turkish pupils. I don't know where to start when talking about issues such as SRE, as they come from such different backgrounds.
- I'm a gay, male PE teacher in a secondary school. I know that in the staff room there is speculation about my sexuality, but I'm not sure that if I came out the school would be supportive.
- On my way to school I've noticed an increase in racist graffiti and things like swastikas appearing on shop fronts and walls. I think it might be one of our pupils, and I don't know where to start.

Pupils' views

- All my schoolmates call me fat. My teacher never stands up for me.
- My dad is HIV positive. My friends know he's ill and I have been thinking about telling them why, but after all the prejudiced rubbish that came out yesterday in class I've told them he's got cancer.
- None of my teachers ever seem to mention lesbian or gay people, it's just the same in PSHE. It's as if we don't exist. I've been surfing the net to try and find information but I just get porn sites.
- I had a termination last year and don't feel good about having to sit there while my teacher moralises about it. I bet she wouldn't be so quick to preach if she'd been got pregnant the way I was.
- I think my teacher assumes all us 'Asian kids' have the same views about all that stuff like circumcision, sex, arranged marriage, etc. My best mate and I are both Muslims, but his family have very different views from mine.
- I am HIV positive and had been thinking about telling my friends, but after all the rubbish that came out yesterday in class I'm never going to mention it.
- Some of the kids in my class keep calling me a 'chav', I don't know what they mean, but I know they are using it as an insult.

Resource 18: Personal diversity

Understanding my own diversity

- Where were you born?
- Where did you grow up, and how did that influence who you are today?
- Where are your parents from? Where are your grandparents and great grandparents from?
- How many siblings are in your family, and are you the oldest, youngest, etc?
- How did your birth order influence who you are today?
- As a child, which adult had a major influence on your life and why?
- What do you remember most about your favourite holidays and traditions when you were growing up?
- What unique qualities and characteristics do you possess that come from your upbringing?
- What was your most memorable encounter with someone from another culture/race?
- Describe a time when you encountered discrimination or prejudice.
- List your hobbies and interests.
- When you went through this exercise, was there anything else that came to mind?

Resource 19: Responses to diversity

What is your school's approach?

Can you identify how you, your team or your school approaches specific diversity issues?

Do you see that approach reflected in any of the four boxes opposite?

<p>Indifferent</p> <p>This approach does not recognise that individuals and communities may have difficulties accessing services, or may feel excluded from participating fully at work or school. Typical approaches from this perspective generally deny that a problem exists, with such statements as: ‘but there are no black children here’; ‘disabled pupils simply don’t use our school’; ‘there are no gays on this staff’; ‘it doesn’t matter if they’re yellow, green, black or purple – we treat everyone as equal’. This approach ignores the existence of institutionalised disadvantage.</p>	<p>Aware</p> <p>Many schools combine awareness of a particular issue with a lack of action to address the problems. From this perspective, schools may have anecdotal evidence of problems, but fail to monitor or formalise responses to them: ‘They do tend to call each other gay as a term of insult in the playground, but we can’t be everywhere.’</p>
<p>Reactive</p> <p>Combines awareness of specific problems and tends to react only after a complaint or incident – there is little strategic thinking about how to anticipate duties and responsibilities to staff, pupils and families: ‘We always take racism seriously when we hear of an incident’; ‘Well if he doesn’t tell me about it (sexist taunts) how can I do anything about it?’</p>	<p>Proactive</p> <p>Equality and diversity issues are considered as part of core business values and activities. Also involves learning what other aspects, eg delivery of certain curriculum areas, may need to be developed, and providing training for staff accordingly. Diversity considerations drive school planning, expansion and delivery, and are reflected in communications, documentation, policy and practice. The school anticipates changes required, and actively responds to the challenges before complaints arise: ‘We have a small group of Somalian pupils joining the school and we have discussed what language and cultural support they will require and how to involve parents.’ Staff have been briefed on pertinent issues with the expectation that they will be proactive in making these new pupils feel welcome and valued.</p>

Teaching and learning in PSHE

Effective learning in PSHE enables learners to develop confidence, take responsibility and make the most of their abilities. Pupils learn how to play an active role as citizens and how to lead healthy, safe lifestyles. They are able to develop good relationships, while understanding and respecting the differences between people.

Resource 20: Applying policy to practice

See the table on page 64.

National guidance		Local support	School implementation	Area for development
PSHE				
Curriculum	PSHE and citizenship framework Spiritual, moral, social and cultural Initial guidance for schools (QCA) QCA schemes of work for citizenship QCA PSHE exemplar schemes of work Good practice in PSHE, Ofsted, March 2004 Inspecting citizenship 11–16, Ofsted Inspecting subjects 3–11, Ofsted	PSHE certification LEA scheme of work	Does the curriculum support the PSHE framework? Does the curriculum meet identified pupil needs? Does the scheme of work have clearly stated outcomes? Is the work monitored and evaluated? Is pupil progress monitored, recorded and reported?	
Policy	Good practice in PSHE, Ofsted, March 2004	Policy guidance for PSHE PSHE certification support	Does the policy meet national recommendations? Are staff familiar with the policy? Has the policy been approved by the school governors? Is the policy made available to parents?	
SRE				
Curriculum	Science orders PSHE framework DFES guidance 2000 Ofsted sex and relationships	PSHE certification support SRE policy guidance	Does the curriculum meet identified pupil needs? Does the scheme of work have clearly stated outcomes? Is the work monitored and evaluated? Is pupil progress monitored, recorded and reported?	
Policy	DFES guidance 2000 DFES guidance – reintegration of teenage parents Ofsted sex and relationships	LEA guidance	Does the policy meet national recommendations? Are staff familiar with the policy? Has the policy been approved by the school governors? Is the policy made available to parents?	
Drugs				
Curriculum	DFES guidance 2004 PSHE framework QCA schemes of work for drug education Science orders	LEA drugs guidance	Does the curriculum support the PSHE framework? Does the curriculum meet identified pupil needs? Does the scheme of work have clearly stated outcomes? Is the work monitored and evaluated? Is pupil progress monitored, recorded and reported?	
Policy	DFES guidance 2004	PSHE certification support	Does the policy meet national recommendations? Are staff familiar with the policy? Has the policy been approved by the school governors? Is the policy made available to parents?	
Incident	DFES guidance 2004	LEA drugs guidance	Does the policy meet national recommendations? Are staff familiar with the policy? Has the policy been approved by the school governors? Is the policy made available to parents?	

This double-page spread looks at the issues relevant to each group of learners. Staff could use it as a starting point when thinking about their work. Not all questions will be directly relevant to the work of your team. For example, if you monitor or regulate assessment does the guidance you produce take these issues into account? (Source: adapted from QCA website: Ages 14–19, 'Including all learners', www.qca.org.uk/6036.html).

Learners from ethnic minority groups
 QCA's work should be free from bias in terms of race, culture, religion or language. It should also recognise the value of cultural diversity and its benefits for all learners.
Key questions

- Have we provided approaches and resources that are culturally relevant for all groups? Have we taken into account and valued the diversity of the learners' backgrounds? Have we avoided *indirect discrimination*, for example:
 - acknowledging diversity rather than assuming a homogeneous population
 - reflecting a range of perspectives rather than prescribing a white, eurocentric view of the world
 - acknowledging different faiths and beliefs instead of favouring one religion to the exclusion of others?
- Have we avoided *direct discrimination*, for example by avoiding using racist language and stereotypical images?
- Have we acknowledged the achievements and contributions of people from a variety of ethnic groups in our work?
- How can we monitor and research the effect of our work on the achievement of learners from minority ethnic groups?
- What action can we take if learners from a particular minority ethnic group underachieve?
- Do we positively promote the notion of a multicultural society in our work?

Learners with disabilities, sensory impairments or ill health
 These learners may be working at any level of attainment within the national curriculum or the qualifications framework.
Key questions

- Have we developed essential learning materials and resources for learners who are unable to see?
- Are there tactile materials, Braille text, taped materials for assessments? What other resources may be necessary to support learning for a visually impaired person?
- Have we planned for learners who are unable to hear sounds clearly or not at all?
- Have we developed materials for the hearing impaired at all levels of attainment that match their language development? Do we provide special assessment papers for hearing-impaired learners?
- How can we help to compensate learners with limited mobility for the learning opportunities they have missed in the wider world?
- Have we made it possible for disabled learners to use technological aids, or alternative means of communication, in assessment?
- Have we allowed for the greater length of time, physical effort and concentration required by these learners to complete a task?
- Do we value the additional learning activities, such as mobility, Braille and therapy, carried out by these learners?

Learners with difficulties in communication, language and literacy
 These may include learners with:

- Severe language and communication disorders
- Hearing impairments (including those who use British Sign Language as a first language)
- Specific learning difficulties (such as dyslexia)
- English as an additional language.

These learners may be working at any level of attainment within the national curriculum or the qualifications framework.
Key questions

- Have we made it possible for these learners to use alternative means of communication, such as signing, using symbols or communicating through ICT?
- Are there accessible materials for these learners at all levels of attainment?
- Do the assessment arrangements enable these learners to demonstrate their understanding and attainments?
- Have we identified the different paths learning may take for some of these learners?
- How far can these learners demonstrate their competence using their first language?

Learners
 What do we mean by learners?
 We mean people (children or adults) who are taking part in education or training – gaining knowledge, skills, experience and/or qualifications – in the classroom, the workplace or some other environment. People of all ages and abilities learn in all kinds of places, such as:

- A three year old with English as an additional language in a nursery
- A seven year old in a special school for pupils with moderate learning difficulties who also attends a mainstream school to study science and maths
- A gifted child in a specialist school who attends masterclasses in English
- A 19 year old taking an advanced GNVQ part time at a college of further education over four years
- Someone returning to work part time in their 40s at a supermarket, working towards an NVQ level 2 in retail and distribution.

Learners of all attainments
 We need to make sure that whatever level learners are at, they have an equal chance to take part in education or training and have their progress recognised.
Key questions
 There are two types of project:

- 1 *Work aimed at a complete cohort*
 - *Work aimed at a complete cohort* of learners within a given timespan, such as Key Stage 1 pupils following the national curriculum
 - *Work aimed at a specific group* of learners, such as people working towards NVQ level 3 in administration.
- 2 *Work aimed at a specific group*
 - Is our target group clearly defined?
 - Is the level of demand appropriate for the target group?
 - Are the entry and exit points clear – for example, the level below and the level above the NVQ the learners are working towards? Have we identified the skills, knowledge and understanding the learners will need at the outset?
 - Have we identified the possible progression routes for this group?
 - Are there links between this activity and other work that is going on in QCA? Do we make this explicit?
 - Do we continue to focus our work on the same group of learners? Could we develop similar opportunities for learners of other attainments?

Learners of either sex and from different social groups
 We know from research that boys and girls, and men and women, have preferred learning styles, that they make different career choices, and that as groups they perform differently in qualifications. We also know that social background is an important influence on the way individuals may approach learning.
Key questions

- Does our work cater for the different learning styles of individuals?
- Are materials and procedures free from gender discrimination and stereotyping?
- Have we promoted approaches to teaching and learning that interest, motivate and engage individuals of different ages and from different backgrounds?
- Have we made sure that the demands made on language skills, particularly reading and writing, in a range of subjects do not demotivate particular learners?
- Is there a balance between open-ended, process-based assessment and assessment based on memorising facts or rules at speed?
- How can we make sure that learners have opportunities to develop their understanding and skills of formal assessment techniques?
- Is there a balance between practical and theoretical approaches to learning?

Resource 22: Characteristics of good learning in PSHE

- 1 Happens most of the time
- 2 Happens some of the time
- 3 Seldom happens

Where learners are learning PSHE effectively, they:	1	2	3
Understand the issues they are taught, and relate these issues to their own lives			
Develop personal values and beliefs, and are thoughtful about those of others			
Stand by their principles, and assert their point of view effectively			
Demonstrate the ability to listen to others, present an argument and resolve differences sensibly			
Use relevant knowledge and understanding to inform opinion and action, eg about the body's response to drugs and medicines			
Make appropriate choices based on good knowledge			
Work well with their peers and others in a range of different situations, and develop good interpersonal skills			
Understand different types of relationship, and develop the attitudes and skills to be effective in relationships			
Recognise and challenge stereotypes			
Develop their self-worth and self-esteem			
Set personal goals			
Know the routines that can reduce the spread of bacteria and viruses			
Know how the body changes as they approach puberty			
Know which commonly available substances and drugs are legal and illegal, and understand their effects and risks			
Understand the consequences of anti-social behaviour			
Gain access to up-to-date information and support relating to the full range of opportunities for work and study available, eg training, employment, Internet			
Characteristics of good teaching specific to PSHE	1	2	3
Understanding of how the careers/Connexions service can help (secondary)			
Consultation with pupils to determine their needs and identify levels of knowledge and understanding, attitudes, language and misconceptions; planning of teaching so that it is relevant to pupils' lives			
Development of clear ground rules with classes and use of these to maintain a climate of trust and mutual respect between pupils, teacher and visitors, and to maintain professional boundaries			
Effective strategies to respond appropriately to spontaneous issues raised by pupils while working within the planned programme			
Capacity to recognise prejudice and produce strategies to challenge prejudice consistently when it appears			
Skilful management of discussions of sensitive and controversial issues			
Good use of a range of teaching resources including ICT, learning support assistants and visitors			
Access to up-to-date information about available services			
[With kind permission of Milton Keynes LEA.]			

Resource 23: Lesson evaluation

Evaluating how well the lesson went	1	2	3	4	5	6	7
I planned the lesson carefully – I identified clear learning objectives (linked to the national curriculum) and the role of the teaching assistant in supporting learning							
I set high expectations for the pupils' work							
I matched the work to different levels of ability and addressed the needs of my individual education plan							
I used appropriate resources effectively and provided opportunities for pupils to access resources independently							
The tasks set were interesting and motivated the pupils							
I grouped the pupils appropriately to maximise their learning							
I assessed the work of some pupils systematically during the lesson							
The pace and timing of the lesson was good							
I used the teaching assistant effectively							
I asked questions of the whole class, groups and individuals which challenged their thinking and helped them deepen their knowledge and understanding							
The teaching methods I used matched the pupils' preferred learning styles							
I managed the pupils well and their behaviour was good							
Pupils concentrated well and could sustain their concentration							
Pupils responded really well to challenges							
Pupils learned from making mistakes and know how to improve their work							
Pupils asked and answered questions well							
Pupils showed respect for each others' feelings and beliefs							
Pupils were courteous, trustworthy and showed respect for resources							
Pupils got on well with each other							
Pupils worked well with each other and collaborated when I asked them to							
Pupils showed initiative							
Pupils were willing to take some responsibility for their learning							
Pupils' attainment in relation to the aims I set was...?							
Pupils' progress was good – they made gains in their knowledge, skills and understanding							
Pupils achieved better than I expected							
Other points about the lesson you want to note:							
[With kind permission of Warwickshire LEA.]							

Resource 24: Effective teaching and learning in PSHE and citizenship



Pupils are involved in activities that promote thinking	Homework builds on and reinforces the learning in the lesson	There is lively direct teaching and exposition
Pupils receive rewards for effort and for success	Pupils are rapidly involved in the lesson	There are opportunities for pupils to ask questions and find answers
Work is pitched at levels that take account of prior attainment and provide appropriate challenges	There is variety in the lesson activities	There is a rhythm and a crisp pace to the lesson
Activities take account of pupils' interests as a starting point	Teacher builds positive relationships by: <ul style="list-style-type: none"> • Establishing ground rules • Providing an emotionally safe environment • Establishing a praise culture • Treating pupils' work with respect 	Pupils are able to work in a variety of groups – individuals, pairs, small groups, whole class
Teachers' expectations for achievement are clear: <ul style="list-style-type: none"> • Planning • Shared objectives • Policy(ies) written/verbal 	There are opportunities for pupils to develop an understanding of their own attainment and what they must do to make progress	Learning objectives are clear, shared with pupils, and reviewed during and at the end of the lesson
There are strategies that enable pupils to find meaning in the lesson	Teachers ask challenging, open-ended questions	Pupils enjoy what they are doing
There are examples that reflect everyday life and provide relevance	The lesson is adjusted in response to feedback from pupils	There are opportunities for pupils to reflect on their learning
Teacher monitors progress during the lesson to reinforce learning and give feedback	Relationships between pupils are positive	Teachers have good subject knowledge and feel confident and competent in the subject area

Activity: copy and cut out the cards on the previous page. In groups of three to six, lay out the cards and take turns to place each card on the grid where you think it belongs. Other players can ask you to explain your decision. Players can move other people's cards up or down. Play until you're as near as possible to agreement.

(Derby City Council)

Highest qualities

1	2	3
4	5	6

Important qualities

1	2	3
4	5	6

Desirable qualities

1	2	3
4	5	6

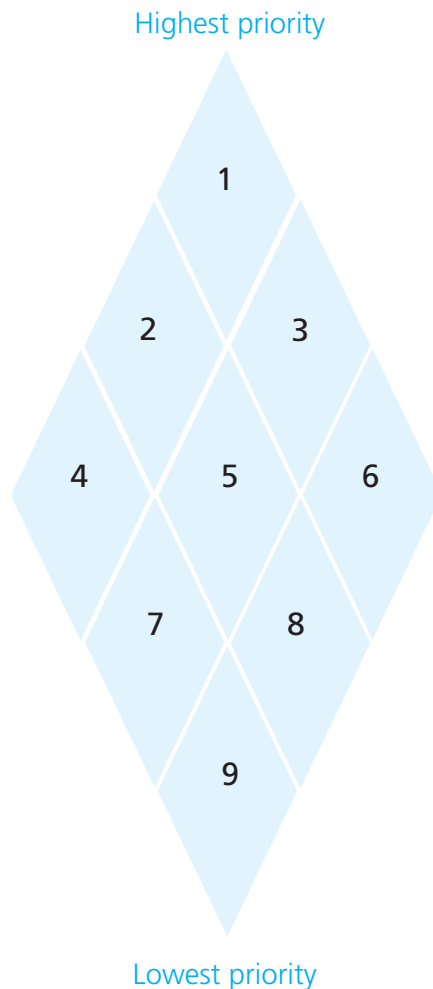
Resource 25: Effective PSHE

Diamond 9

This activity is designed to challenge attitudes, and forms part of the workshop on personal values. In groups of four or five, delegates are asked to choose nine of the ten statements below, and place them in an agreed order of priority, with the top priority statement at the top of the diamond, the next two under that, then a row of three, then two, ending with the lowest priority at the bottom.

You may want to tell teachers that they can amend the wording of the statements should they feel it necessary.

This activity is about the process of re-evaluating our attitudes and personal values, rather than ending with the statements in any right or wrong order.



- PSHE is a vehicle for promoting traditional family values
- PSHE fills in the gaps all other subjects leave out
- PSHE develops pupils' wellbeing and self-esteem
- PSHE should be delivered through a variety of media/theatre/video

Discussion:

- PSHE should encourage spiritual, moral, social and cultural reasoning and opinions
- PSHE provides students with opportunities to develop knowledge and skills to make informed choices/decisions
- PSHE is a means of reducing teenage pregnancy, drug taking and other high-risk activities
- PSHE should encourage social skills
- PSHE should underpin the whole-school ethos

Resource 26: Strategies for pupils' participation

Some teaching and learning activities

Sides

Similar to the Continuum (see page 72), except there is no middle ground. Pupils have to decide to agree or disagree with a statement. They then discuss their opinion with someone on the same or the opposite side.

Agony aunt/uncle

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Snowballing

Pupils work alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Peer education

Pupils of the same or similar ages act as educators or mentors, eg small groups could research different topics and then teach the other groups about their topic.

Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, eg 'The qualities of a good friend'. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. Pupils then tour the displays and discuss the materials.

Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, drug cards may be matched to the substances' effects and risks.

Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Wordstorm

Pupils offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, eg 'How do you keep yourself healthy?'

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view. If the possibility of polarised views is undesirable, or if pupils are less confident, 'islands' rather than a line can be used.

Envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, then return to the large group to discuss ideas.

Triad

A pupil engages in an activity with another pupil while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Debate

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion.

Syndicates

A type of role play where pupils are formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Rounds

All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Mind map

A useful technique for planning and reviewing. Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Circle time

A mechanism for structured discussion where all participants sit in a circle – representing a non-divisive and safe environment within which to discuss an issue or idea.

Graffiti

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each pupil may be given a piece of card, which can then be part of a 'wall' to which they all contribute.

[With kind permission of Avon NHS Health Promotion. Reprinted in: Tacade (2001) *Skills for the primary school child Part 1: I am, I know, I can*. Manchester: Tacade Publications. ISBN 1-902469-05-4.]

Resource 27: Climate setting

Answering difficult questions

Teachers are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

Ground rules and distancing techniques

- Pupils will be given preparation, so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or pupil) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way that does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- If a verbal question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse, the headteacher should be informed and the usual child protection procedures followed.
- Where appropriate, the school nurse or other professional could be invited in to provide follow-up and deal with some of the questions.

Based on Derby LEA PSHE policy.

Resource 28: PSHE review

Task 1: What five qualities would you like your pupils to leave your school with?

Task 2: What is the product of your PSHE programme?

Task 3: How does our PSHE programme contribute to the five qualities identified in Task 1?

Task 4: How could your PSHE programme be better focused to contribute to the development of these five qualities?

Task 5: How would you know that you had been successful?

Task 6: Who contributes to your developing vision for PSHE in your school?

Task 7: Do the strategies for teaching and learning in PSHE within your school reflect those found within the National Strategy for KS3 or National Primary Strategy?

Task 8: Do you, as a coordinator, feel that the national strategies have anything to contribute to the delivery of PSHE in your school?

Resource 29: Lesson review

<p>1 Facts</p> <ul style="list-style-type: none">• What happened during this lesson?• What did you hope the students would learn during the lesson?• How did you make your lesson objectives clear to the students?• What activities did you use to help the students learn?• What was the most interesting part of the lesson?• What didn't happen that you thought/hoped would happen?• How do you think it might have been to be a student in that lesson?	<p>2 Feelings</p> <ul style="list-style-type: none">• What were your feelings about how the lesson had gone?• What five feelings did you experience during the lesson?• What were your personal highs and lows during the lesson?• At what point in the lesson did you think the students were most involved?• At what points were you most aware of controlling or expressing your emotions?• If the lesson had been a piece of music, what would it have sounded like?
<p>3 Findings</p> <ul style="list-style-type: none">• What do you think were some of the issues that emerged from the lesson?• What do you think the students achieved during the lesson?• What factors helped/hindered the pupils' learning? Why do you think that happened?• Were there any missed opportunities?• How did your feelings influence what you said and did?• How was this lesson similar to, or different from, others you have taught with this class?	<p>4 Futures</p> <ul style="list-style-type: none">• How can we use this experience to develop our thinking on learning and teaching?• In future lessons, what would you do in the same way?• What changes would you make to future lessons?• What aspects of learning and teaching would you like to explore further?• What ideas/strategies would you like to develop?• As a result of this review, what are you going to do next?

Lesson review notes

1 Facts

What are the facts of what happened during this lesson?

2 Feelings

What were your feelings about how the lesson had gone?

3 Findings

What do you think were some of the issues that emerged from the lesson?

4 Futures

How can we use this experience to develop our thinking on learning and teaching?

[Durham Education Development Service]

Resource 30: Pupil evaluation

Unit evaluation for _____

Look back at the targets you set in the previous unit.

<p>I have achieved/partly achieved/not achieved my targets from the previous unit. (Delete as appropriate)</p> <p>This was because:</p>
<p>In this unit, the part I found most enjoyable was:</p> <p>because:</p>
<p>The bit I found most useful was:</p> <p>because:</p>
<p>What I found difficult was:</p> <p>because:</p>

What I could have done better was:

I have improved:

Completing this unit has made me think about:

My attitude and behaviour in PSHE has been (circle as you think appropriate):

Very good

Poor

5

4

3

2

1

My Key Skills target is: _____

My PSHE target is: _____

Pupil signature _____ date _____

Partner's comments: _____

Teacher's comments: _____

[Wickersley School and Sports College, Rotherham]

Dimension B: SRE or drug education

For all the standards under Dimension B, teachers must provide valid and sufficient evidence from a minimum of one occasion.

These standards are intended for use by all who teach PSHE, whether in primary, middle or secondary schools, PRUs or special schools. Certain standards are more appropriate at particular key stages, and the process for certification allows for this.

Resource 31: Exploring standards from KS1 to KS4

Some standards in Dimension B may appear to be more difficult to meet for colleagues who are working with younger children. Remember you have to demonstrate 'knowledge and understanding and its application in the teaching of SRE' and this has to be age-appropriate. Below are two examples of how the standard can be met at **all** key stages.

Standard for SRE		
Standard	Stage	Title, type and date of evidence
B2.7 Sexually transmitted infections, including chlamydia	Foundation	School scheme of work, Foundation Stage 2004/05 Keeping clean, lesson plan, 11 October 04 Keeping clean, lesson observation, 11 October 04
	Key Stage 1	School scheme of work for Key Stage 1 2004/05 Feelings, lesson plan, Year 1, 22 November 2004 Pupils assessed work, 22 November 2004 Teacher reflection, 22 November 2004
	Key Stage 2	End of key stage statements, Ofsted SRE scheme of work Year 6 reproduction lesson plan, 1 December 2004 Pupils' self-assessed work Witness statement, 1 December 2004
	Key Stage 3	Pupils' need assessment, January 2005 Year 9 Programme of study 2004/05 Year 9 STIs lesson plans Pupil evaluation
	Key Stage 4	Programme of study Year 11, 2004/05 Letter of confirmation from local sexual health clinic, 14 February 2005 Summary transcript of visitor's workshop delivered to Year 11 class, 21 February 2005 Pupil evaluation of case study 'using sexual health services'

Standard for drug education		
Standard	Stage	Title, type and date of evidence
B1.3 Drugs that have particular significance to children and young people, including medicines, alcohol, tobacco, cannabis, volatile substances and class A drugs	Foundation	School scheme of work, Foundation Stage 2004/05 People who help us, lesson plan, year R Parent/pupil joint work
	Key Stage 1	School scheme of work, Key Stage 1 2004/05 End of Key Stage statements, QCA Draw-and-write activity, pupil work, safe and unsafe substances, lesson plan, year 1 Medicines, lesson plan, year 2

Standard for drug education <i>continued</i>		
Standard	Stage	Title, type and date of evidence
B1.3 <i>continued</i>	Key Stage 2	Drug education scheme of work, QCA End of Key Stage statements, QCA Tobacco and alcohol, lesson plan, year 4 Risk taking and drugs, lesson plan, year 5 Volatile substances, lesson plan, year 6 Witness statement Cannabis, lesson plan, year 6
	Key Stage 3	Pupil needs assessment End of Key Stage statements QCA PSHE scheme of work Cannabis and peer pressure, lesson plan, year 7 Class a drugs, lesson plan, year 7 Managing drug-related incidents, school policy, lesson plan, year 7
	Key Stage 4	Summary – social consequences of drug use, lesson plan, year 9 Transcript of visitors to workshop, year 9 class. End of Key Stage Statements, QCA Sex and alcohol lesson plan, year 11 Pupil evaluation Drink/drug driving, lesson plan, year 11 Letter of confirmation, police

Lesson observations

All portfolios must include at least two lesson observations which cover at least one standard in each of the following themes: A2, A3, B1, B2 and B3.

An observer with qualified teacher status or equivalent should carry out all observations.

Resource 32: Lesson observations – a possible CPD network session

The following session was developed for the autumn regional PSHE Leads meetings by Lyz Mitchell, LEA Inspector, PSHE&C, Ofsted trained, PSHE Lead Warwickshire, and is designed so that it can be adapted for use with teachers.

Aims

- To provide a professional development opportunity for PSHE Leads.
- To identify criteria for effective teaching and learning in PSHE.
- To improve participants' lesson observation skills and their support for teachers.

Revisit handbook requirements.

National context

'It is teaching that ensures that individual pupils achieve well, and respond to their needs: that expects pupils to work hard and leads to a high level of interest... this is the kind of teaching, at least, to which all schools and teachers should aspire ... Satisfactory teaching is a general measure of acceptable competence. However, it is not a powerful enough engine to drive continued progress. Schools where satisfactory teaching is the norm are inadequately equipped to tackle the tough challenges we still face and which are described in this report.'

[David Bell, Chief Inspector, from Ofsted (2004) *Chief Inspector's Annual Report 2002/03.*]

As PSHE Leads, are we just checking coverage of criteria and providing evidence for a portfolio? Or are we making judgements about quality, providing feedback and an opportunity for teachers to improve their practice?

PSHE Leads need to be able to identify quality, its components and key moments.

Guided personal reflection on own experience of school

The PSHE Lead slowly gives the following instructions:

- Do what you need to do to avoid distraction – shut your eyes, look down
- Select a school you attended as a pupil, primary or secondary
- Try to tune into the experience, and feel it – how you got there, who accompanied you, the scale of the environment, what it looked like, smells, sounds, people – your peers, friends, teachers, other staff
- Ask yourself these questions:
 - what did you learn?
 - who helped you to learn?
 - how did they do this?
 - what helped you to learn?
 - what got in the way?
 - how did you know you were learning?
- Keep in touch with the thoughts – come out of the experience – leave the people, sights, sounds, smells and feelings behind, if you can, and return to be with us
- Does anyone want to say anything immediately?
- How are people feeling? Was it a positive or negative experience?

- Pair up with someone you don't know well – mix the professions, eg health with education
- In pairs:
 - remember, you control how much you wish to share, but give each other a chance to speak
 - what have you discovered about learning?
 - what have you discovered about teaching?
 - be prepared to share at least one thing about each.
- In the whole group – on a flipchart:
 - from your reflections on your own experience, what are the implications for learning in PSHE?

Ofsted extract

Before distributing Resource 33, read out the section on characteristics of teaching and learning (without revealing that it describes a 'Good' lesson), then tackle the following questions.

- What would you say is the quality of teaching being described here – poor / unsatisfactory / satisfactory / good?
- In threes or fours, take one of the sections of the Ofsted extract for 'Good' and note what it would look like in a PSHE lesson.

Feedback

(Optional)

- Identify three key criteria for evaluating learning in PSHE lessons.
- Identify three key criteria for teaching in PSHE lessons.

Additional activities

- Personal teacher's reflection sheet.
- Visual reflection sheet, eg 'Pip Wilson's tree'
- Use it personally – where are you now on the tree?
- Where were you at the start?
- Has there been any movement?

Resource 33: Extract from Ofsted on lesson observation

Criteria to identify good teaching and learning	
Description (Ofsted rating in brackets)	Characteristics of teaching and learning
Very good (2) Difficult ideas or skills taught in an inspiring and highly effective way indicate excellent teaching (1)	All pupils are engrossed in their work and make considerably better progress than might be expected. Achievement is very high. Teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach it and how pupils learn; there are excellent relationships in the classroom. Teaching methods are well selected and time is used very productively for independent and collaborative work. Activities and demands are matched sensitively to pupils' needs. Well directed teaching assistants, and paired or joint teaching, reinforce and strongly support learning. Non-classroom-based, Key Stage 4 and sixth form activities such as private study, research and work placements develop competencies very effectively.
Good (3)	Most pupils make good progress and achieve well. Teaching methods are imaginative and lead to a high level of interest from most pupils. Individual needs are well catered for, and teaching assistants are well deployed and make a significant contribution. Adults relate well to pupils and expect them to work hard, but the level of challenge is realistic and pupils are productive. Staff understand the next step pupils need to take in their learning and they provide a wide range of activities to help them learn. Homework is challenging and extended assignments, for example in the sixth form, effectively extend what is learned in lessons.
Satisfactory (4)	Most pupils' learning and progress are at least satisfactory, teaching is accurate; teachers have secure understanding of the curriculum and the teaching of key skills. They seek to make work interesting and varied, and they involve pupils productively. Pupils understand what they are expected to do and tasks have sufficient challenge to keep them working well, independently or cooperatively. The school provides successfully for pupils who do not respond well to school or who have difficulties in learning. Relationships are constructive and there is sensitivity to the needs of individuals and groups. Support staff are adequately managed and contribute soundly to pupils' learning. Homework extends class learning well. Pupils are given scope to make choices and apply their own ideas.
Teaching and/or learning cannot be satisfactory if any of the following characteristics are evident.	
Unsatisfactory (5)	A significant proportion of pupils make limited progress and underachieve. Teaching is dull and fails to capture pupils' interest and enthusiasm. Activities are mundane and, because of limited tuning to individuals' needs, some pupils get little from them. Greater effort is exerted on managing behaviour than on learning. Some pupils are easily distracted and lack the motivation to work. Staff have an incomplete understanding of subjects or courses, resulting in patchy coverage. Their sights may be set too low and they may accept pupils' efforts too readily. Support staff provide an extra pair of hands, but little effective support to learning.
Poor (6)	Many pupils underachieve and make little or no progress. Teaching lacks challenge and little or no account is taken of what pupils already know. Groups of pupils may not be able to cope, and disengage or misbehave. Inaccuracies in teaching show insecurity in the subject matter or in understanding how pupils learn. Many pupils are unwilling to work without supervision, and group work is unproductive. Support staff are poorly managed, lack knowledge and skills, and contribute little.

Resource 34: Sample lesson observation

An example showing comments clearly relating to standards.

Name of teacher:	Name of observer:
Lesson topic: Growing up – the human life cycle	Role of observer: PSHE Adviser
Class: Cherry Class	Date of observation: 9.3.04
Circle the standards to be observed:	B1.1* B1.2* B1.3
A2.1* A2.2* A2.3* A2.4* A2.5 A2.6	B2.1 B2.2 B2.3* B2.4 B2.5 B2.6 B2.7
A3.1* A3.2* A3.3* A3.4*	B3.1 B3.2 B3.3 B3.4 B3.5
Comments:	Annotation*
Teacher and teaching assistants use their knowledge and observations of all pupils, together with conversations where appropriate, to identify pupils' learning needs.	A 2.1
Learning objective is appropriate to physical, social and emotional development of the pupils. The understanding of concepts is identified as a target in three IEPs.	B 1.2
Pupils understand and use well established ground rules, taking turns listening to each other and helping each other to contribute to the lesson, particularly the non-verbal.	A 2.3
Teacher very well prepared with appropriate visual 2D and 3D resources.	A 2.2, A 3.4
Teacher and teaching assistants very good at enabling all pupils to contribute to Circle Time and making teaching and learning points from their contributions.	A 2.4
Pupils can explain how they have changed since babyhood and how people change as they get older, and identify the differences between boys and girls.	A 2.1, B 2.3
Teaching assistants understand how they are supporting learning and use their knowledge of pupils very well to reinforce learning and develop pupils' understanding.	B 1.1
Pupils are involved in whole-class teaching, individual and group work.	A 3.2, A 3.3
Pupils are clear about their own identity and role, appropriate to their age and stage of development.	B 1.2
Pupils' behaviour is managed very well so that at no time did individual responses interfere with the learning of others.	A 2.3, A 2.4
Evidence for assessment collected by annotating work and using a digital camera.	A 4.2
Points for development:	Annotation*
Signature of teacher Signature of observer	
*Indicate which specific standards are evidenced. Observations do not need to be word processed.	

Resource 35: Lesson observation proforma

Name of teacher:	Name of observer:	
Lesson topic:	Role of observer:	
Class:	Date of observation:	
Circle the standards to be observed:	B1.1	B1.2
A2.1 A2.2 A2.3 A2.4* A2.5 A2.6	B2.1	B2.2
A3.1 A3.2 A3.3 A3.4	B3.1	B3.2
	B2.3	B2.4
	B2.5	B2.6
	B2.7	
	B3.3	B3.4
	B3.5	
Comments:	Annotation*	
Points for development:	Annotation*	
Signature of teacher Signature of observer		
*Indicate which specific standards are evidenced. Observations do not need to be word processed. Observers should have a teaching background.		

4 Evaluation and resources

Impact of the PSHE CPD programme for teachers

The pilot of the PSHE CPD programme was externally evaluated by the Thomas Coram Research Unit of the Institute of Education, London. In phase 1 an evaluation was developed with input from PSHE Leads, who used it with their teachers and then completed a similar evaluation themselves.

It is intended that a further internal evaluation will be developed for phase 2, with input from PSHE Leads.

Evidence of impact

The following are initial thoughts – PSHE Leads and national assessors will be asked to contribute further ideas. According to the external and internal evaluations, plus feedback from PSHE Leads at regional meetings, based on feedback in the evaluation of phase 1, the following benefits have resulted from participation in the PSHE CPD programme.

Impact on individual teachers' practices:

- Improved knowledge and methodology
- Updated content
- Improved confidence levels
- Further opportunities, eg contributing to national consultation
- Increased consultation of pupils and parents
- Improved practice regarding visitor input to PSHE lessons
- Awareness of national policies and local priorities
- Improved awareness of DfES CPD strategy, including teachers' standards framework, portfolio-building
- Updated policies
- Increased collaboration with colleagues in and outside school
- Recruitment and retention
- Career progression, including opportunities to contribute to CPD programme, local healthy schools programme, etc.

Impact on pupils:

- Progress in PSHE including self-esteem, etc
- Improved awareness/uptake of sexual health service, visits to school nurse, etc
- Opportunity to contribute to development of the curriculum
- Improved experience of PSHE.

Whole-school impact:

- Awareness of staff
- Status of PSHE within the school
- Updated policies
- Improved staff–pupil relationships
- Relationships with external agencies
- Accessibility of advice
- Training of colleagues
- Support of senior management team and governors
- Recruitment and progress with local healthy schools programme.

Impact on PSHE Lead and local education and health partnership:

- Sharing best practice among schools and LEAs
- Improved capacity using certificated teachers
- Improved partnership working, including local healthy schools programme, LEA, PCT, teenage pregnancy unit, community nurse professionals, etc
- Recruitment and retention of teachers on CPD programme(s)
- Recruitment to local healthy schools programme
- Status of PSHE
- Established PSHE CPD network
- Career development of PSHE Lead
- Development of consortia.

Impact on national assessors:

- Improved subject knowledge
- Feedback of expertise into LEA
- Access to professional network
- Career development.

Phase 2

In anticipation of an evaluation of phase 2, a rudimentary baseline assessment was developed which has been completed by participating teachers as near as possible to commencement of the programme. PSHE Leads expect to receive another follow-up assessment well in advance of completion of phase 2 in April.

Why do we want the evidence?

The evidence obtained will be useful to:

- Indicate what is working well and what needs to be improved, plus future developments
- Demonstrate the contribution of the CPD programme to addressing government priorities
- Apply to future public relations and recruitment
- Contribute to sharing good practice
- Develop local healthy schools programmes
- Ensure quality assurance.

Who is the evidence for?

The evidence obtained is intended for:

- National and local stakeholders
- LEA and PCT staff (including headteachers, teachers, etc)
- National team.

How do we want it?

The evidence should be obtained as:

- Quantitative and qualitative feedback
- Statistics on retention and recruitment, numbers certificated, etc
- Case studies for *Wired for Health* (www.wiredforhealth.gov.uk) and *TeacherNet* (www.teachernet.gov.uk)
- Narratives for publications, eg *Times Educational Supplement*.

How do we get it?

Sources of evidence include:

- NHSS team data collection at interim and final
- Results compiled from baseline and follow-up assessments
- Evaluations by teachers, PSHE Leads, national assessors
- Case studies.

The evaluation will be developed, in consultation with PSHE Leads, national assessors and the national coordinator. These are developing thoughts – if you have any questions or suggestions, please contact the National Coordinator (see page 4). PSHE Leads may wish to begin, with their teachers, developing ideas on how they capture evidence of impact on pupils.

Higher education institutions – contact details

Colleagues in higher education institutions who are either aware of the PSHE CPD programme, are in the process of developing a complementary course, or already have one up and running, are listed below. During the spring and summer terms, the regional certification advisers will be pursuing these contacts and sharing information within their region.

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Future developments

Additional information on certification of the teaching of PSHE, including national documents, information on organisations and additional sources of support, etc will be issued in the near future to supplement this handbook and can be accessed via regional PSHE Leads' meetings and/or the Wired for Health website (www.wiredforhealth.gov.uk).

The main priority identified by PSHE Leads at the last round of regional CPD meetings was assessment, and further materials will be produced on this and other subjects.

References

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www.teachernet.gov.uk/pshe/attachments/bin/PSHE%20Certification-final21Jan.pdf

Notes

